

# INDIANA STATE UNIVERSITY COLLEGE OF BUSINESS

## COMPREHENSIVE REPORT OF ASSURANCE OF LEARNING ACTIVITIES

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# Indiana State University College of Business

## Comprehensive Report of Assurance of Learning Activities

### 1. INTRODUCTION

#### 1.1 Report Overview

The purpose of this report is to demonstrate that the ISU College of Business has met all of the Assurance of Learning standards defined by AACSB. The report discusses how the College has progressed through the stages of Assurance of Learning (AOL), from definition of learning goals, establishment of processes, measurement of student learning, analysis of results, and finally curricular modifications. The report covers the two degree programs, undergraduate and MBA, as defined by AACSB. In addition, since ISU is also NCA accredited, the report discusses assessment at the program major level as well.

#### 1.2 Degree Programs

Within the College of Business we offer both undergraduate and MBA degrees. The undergraduate program consists of a common business core of 48 hours in addition to the university's general education/foundational studies requirements. Undergraduate students may major in one of 11 areas:

1. Accounting (ACCT)
2. Business Administration (BA)
3. Business Education (BEEd)
4. Finance (FIN)
5. Financial Services (FS)
6. Information Design & End User Computing (IDEC)
7. Insurance and Risk Management (IRM)
8. Management (MGT)
9. Management Information Systems (MIS)
10. Marketing (MKTG)
11. Operations Management & Analysis (OMA).

These majors require an additional 18 to 27 credit hours of specialized coursework beyond the common core requirements.

According to the July 2009 AACSB standards, learning "goals are anticipated for each degree program, not for separate majors or concentrations within a degree. Curricula content will determine if one set of learning goals or different sets of learning goals will be required for separate degree programs. For example, regardless of the degree title, if an undergraduate business program has a common framework for general knowledge and skills areas and management-specific knowledge and skills areas as the foundation for a major, concentration, or emphasis area, one set of learning goals may be defined for all degree programs with this format and goals for each major, concentration, or emphasis area (while they may, or may not, be developed for the school's use) would not be required for accreditation review purposes" (p. 60). Therefore, for the purposes of accreditation, we define our two degree programs as:

- The undergraduate program in business and
- The MBA program.

This report contains sections on the undergraduate and graduate degree programs. However, because ISU is also an NCA accredited university, major-level assessment for the 11 undergraduate majors has also been done and this report also contains the results of those efforts.

#### 1.3 AOL and the COB Mission

The ISU College of Business approved the following mission statement on January 4, 2009:

**The Indiana State University College of Business is dedicated to providing an internationally accredited professional education to qualified students at both the undergraduate and master's levels. Our primary focus is to provide an experiential learning environment that prepares students to take leadership roles in both public and private organizations. In tandem with this commitment, the College supports, encourages, and produces applied and educational research, development of relationships with the business community, and service to the region and the professions.**

The key points of the mission statement that relate to Assurance of Learning is that we provide "professional education" at "both the undergraduate and master's levels" that "prepares students to take leadership roles in both public and private organizations." With this mission in mind, faculty developed learning goals for both the undergraduate and MBA program that define what we expect our students to achieve by the end of their educational careers. They describe the knowledge and behaviors that we plan to instill, develop and refine in our students.

The goals articulate what we feel are the knowledge and skills necessary for graduates to successfully participate in the workplace, take roles as leaders, and make positive contributions to society in general. These learning goals were not developed solely based on faculty opinions, but built upon information gathered from the business community (for example, through advisory boards and industry contacts) about the requisite skills necessary for successful participation in the 21<sup>st</sup> century workplace.

The undergraduate goals relate to both "soft" skills (referred to as "general" goals by AACSB), including effective communication and problem solving, professional skills, and competence in ethical reasoning, as well as "management-specific" goals such as familiarity with business practices and disciplines, technology skills, and awareness of global business issues.

For the MBA program, learning goals focus on skills necessary for effective management, including general skills such as problem solving and effective participation in groups, along with management-specific knowledge relating to strategic thinking, organizational change and international business issues.

The learning goals help the College accomplish its mission in several ways. First, by defining these key learning expectations, we communicate to students and faculty the central elements of the degree program. This allows faculty to develop appropriate learning activities and provides students with a blueprint to success in the program. Second, by articulating the important educational outcomes of the programs, we as faculty position ourselves to emphasize these outcomes and to continue to improve courses and experiences to better accomplish these objectives. Lastly, by showing that our graduates possess the knowledge and skills articulated in these goals, we will be able to demonstrate to ourselves and our external constituents that we have accomplished our mission of adequately preparing students for participation in the business world.

## **1.4 Our Approach to AOL**

### **1.4.1 Faculty Roles and Responsibilities**

In our College, the assessment functions are carried out by a number of groups and individuals. These groups and individuals include an assessment coordinator, standing committees, task forces, individual members of the faculty and the faculty as a whole.

An assessment coordinator has been in place since 2007. The roles and responsibilities of this faculty member include:

- Development and maintenance of assessment plans;
- Coordination of assessment activities;
- Analyzing and reporting data to the faculty at large;
- Acting as a resource for faculty who are conducting assessment activities;
- Developing or disseminating assessment documents, e.g. rubrics, checklists, concept papers.
- Reporting the status of assessment within the College to the dean and university;
- Coordinating faculty seminars, brown bag sessions, etc. for faculty development;
- Attending conferences and online seminars and bringing learned information back to the faculty;

The standing committees that are responsible for curriculum and assessment include the (undergraduate) Curriculum and Academic Affairs Committee (CAAC) and the Graduate Affairs Committee (GAC). These committees are responsible for acting upon assessment results when the recommended require curricular changes beyond adjustments within a course, for example, if it was recommended that a course be added or significantly changed. These committees would also be responsible for setting entrance requirements or instituting graduation requirements, which may be tied to assessment activities. In the event that a comprehensive case or a business simulation is used in the future for assessment, then these committees would have the ultimate responsibility for its administration, analysis of its outcomes, and recommendations for curricular adjustments.

A task force was used in Spring 2009 to finalize learning objectives, map the learning goals to the undergraduate core curriculum, and specify measures that can or would be used to assess each learning goal. This task force consisted of one faculty member from each of the core disciplines (Accounting, Business Education/Information Technology, Finance, Management, MIS, Marketing, and Operations Management & Analysis).

Individual faculty members are responsible for many aspects of assessment. They may be called upon to develop and/or administer course-embedded or stand-alone assessments within their courses. Individual faculty members usually compile the results from these assessments themselves and discuss the results with other members of their program who teach the same course to recommend corrective actions. Thus far, at least 30 (one-half to two-thirds) of our faculty have been directly involved in formal of assessment activities. Several others have participated by gathering feedback from employers and industry contacts regarding our students, which is a vital part of informal and indirect assessments.

Individual faculty are also responsible for maintaining Master Course Outlines (MCOs) for the courses they teach. It is recommended that teaching teams review and update the Master Course Outlines at the beginning of each academic year. Individual faculty are also responsible for ensuring that their course syllabi are consistent with the MCOs for their courses and that they have informed students of the connection between their courses and the College's learning objectives.

The College of Business faculty, as a whole, is ultimately responsible for assessment. Assurance of Learning is always discussed at the start-of-semester faculty meetings. Once learning objectives for the programs were drafted, the faculty as a whole was consulted, gave feedback, suggested changes and ultimately approved the learning goals. The faculty is also consulted on major curricular changes recommended by the standing committees and must approve major curricular changes such as the recent modification of the first year curriculum. The faculty holds brown bag sessions to discuss assessment results and to develop recommendations; the faculty also participates in assessment seminars to help further the assurance of learning process within the College.

### *1.4.2 Types of Assessments*

The College has used several types of assessments, including selection, and course embedded, stand-alone and indirect assessments, within our Assurance of Learning program.

Selection is used to some extent in both the undergraduate and graduate programs. Within the undergraduate program, there are currently no entrance requirements for freshmen who wish to major in business; that is, if students are admitted to the university, they are able to declare the intent to major in business. CAAC has been discussing the institution of entrance requirements for freshmen to ensure that students' quantitative skills are sufficient for success in the program, but have not recommended or approved a policy at this time. Undergraduate students, do, however, have to achieve a certain level of performance in their "pre-business requirements" (including economics, accounting and statistics I) before being admitted to "junior standing in business." In this way, the College ensures some minimum standards for advancement through the program, and likewise requires minimum GPAs in several areas before a student may graduate. Though we may not tie these requirements to specific learning goals, they do ensure some degree of competence among graduates.

Selection is also used in the MBA program as there are requirements for entrance into the program, including minimum GPA, GMAT and TOEFL (for international students) scores. In addition, there are graduation requirements including a minimum cumulative GPA and minimum grades in individual courses, which again are not tied to specific learning goals but speak to overall competence.

The College has thus far relied primarily on course-embedded assessments within key courses to measure many of its learning goals for both the graduate and undergraduate programs. We recognize that coverage of our learning goals is spread across both the undergraduate and MBA core curriculum; thus, it becomes necessary to choose where and how to measure each learning goal. Thus we have identified particular courses that seem

reasonable places to assess each objective and have administered projects, exams, quizzes, papers and cases to measure learning.

Stand-alone testing has also been done within the College, most notably with the administration of the Major Fields Test (MFT) for MBA students, who are required to meet certain competency levels before receiving their degrees. Within the undergraduate core, the COB Exit Exam can be considered a stand-alone exam. While it is administered within BUS 401, our capstone class, it covers material from the entire core and the course is used merely to identify students at the end of their college careers. Future stand-alone testing may be done for the undergraduate program through a business simulation or in-box exercise that seniors would be required to participate in outside of class. This idea is still in the exploratory stages.

The final type of assessment the College has used includes indirect measures of student learning. For example, the Young Professionals Board consists of a group of recent graduates who were surveyed in 2008 about their impressions of how well the College does in preparing graduates in each of the learning goal areas. In addition, we are attempting to gather more extensive data from employers/supervisors of our interns and to analyze the data that has already been collected as another measure of student skills in various areas.

### *1.4.3 Procedures and Processes*

Various processes have been set up to facilitate AOL activities within the College. First, assessment plans have been developed for both the undergraduate and MBA programs and the individual majors (see Blackboard). Before each semester begins, the assessment coordinator identifies which activities are scheduled to take place in the undergraduate core and contacts the appropriate instructor or teaching team. MBA assessments are identified through GAC or possibly the assessment coordinator. For major-specific assessment, program coordinators work with their faculty to identify what activities will take place.

Once the courses and assessments have been identified, the individual faculty members are provided with or access from Blackboard process documents to help them conduct their activities. These process documents include:

- An assessment checklist to help them keep track of all of the steps they will be required to perform;
- A description of the achievement levels to classify student performance (Superior, Satisfactory, Developing, and Deficient, where only the first two are considered acceptable performance);
- Possibly examples of measures and rubrics;
- A reporting template for which to report results and documentation of discussions among faculty;

They may also consult with the assessment coordinator or other faculty to help plan out their activities.

Individual faculty or teaching teams then administer their assessments, analyze results (or possibly give raw data to the assessment coordinator to compile) and discuss findings. They decide whether results were acceptable or not. The College generally considers that results are acceptable if 70% or more of the students perform at Superior or Satisfactory levels. Because of our student body and the selection criteria for the university and College, our faculty generally assume that this is a reasonable benchmark; however, in some instances this percentage has been raised or lowered as deemed appropriate.

Once results are compiled and discussed by teaching teams or program faculty in that discipline, they are shared with the faculty at large in one of several ways. Some results are disseminated through the Assessment Newsletter, and others may be discussed at an informal brown bag luncheon. Program coordinators in the Analytical department meet regularly to discuss assessment in their majors, and AOL is always discussed at the start-of-term faculty meetings.

Discussion of results may take one of two forms: either to inform faculty outside of the discipline of the planned actions within a course or discipline and to gather informal feedback on the approach, or to solicit ideas from the whole faculty on appropriate courses of action to address deficiencies, if necessary. If major curricular changes are warranted, then those discussions may be forwarded to the appropriate curriculum committee for consideration.

### *1.4.4 Resources*

Many resources have been provided for the advancement of AOL within the College. The assessment coordinator has been sent to conferences to learn about successful assessment practices and bring that knowledge back to the College. The College has provided funds to present seminars and workshops on assessment to the faculty. One such seminar was held in August 2008 and was attended by 16 faculty members. Other workshops and brown bag luncheons have been held within the College to assist faculty in learning about and performing

assessment activities. The university also employs an assessment coordinator that serves as an additional resource for the College.

### **1.4.5 Documentation**

The Reaffirmation of Accreditation (ROA) Blackboard site contains a content area called “Assurance of Learning.” All faculty in the College have access to this site and are able to review and post documents. This content area is used to document assessment activities and to share information for the advancement of these activities.

Three folders within this content area are used for documentation and contain background material, learning objectives, instruments, assessment results, summary of faculty discussions, curricular recommendations and innovations, and student submissions for:

- *UG Core*, which houses all of the documentation for the seven learning goals for the undergraduate degree program.
- *MBA*, which houses all documentation related to the five learning goals of the MBA program.
- *Major Specific Assessment*, which houses all documentation related to assessment at the undergraduate major level, organized by major.

The remaining folders are used to share informational material and include:

- *Process Documents*, which houses material such as assessment plans, assessment steps and checklists, definitions of student achievement levels, syllabi language relating to learning goals, the course-to-learning goal map, and the assessment results reporting template.
- *Newsletters, Updates and Progress Reports*, which contains progress reports and informational material shared with faculty.
- *Using Your Best Evidence for Learning Outcomes Assessment Workshop Resources*, which contains reference material from a workshop held in August 2008 to help faculty move forward in the assessment process.

## **1.5 Organization of Report**

This remainder of this report details the assessment activities in each of the COB’s two degree programs. We begin in Section 2 with an analysis of the undergraduate program, including statement of learning goals, measurements and processes, analysis of results, and finally curricular changes. In Section 3, these aspects of the MBA program are discussed. In Section 4, similar information for each of the 11 undergraduate majors is presented. Finally, in Section 5, the report closes with a recap of significant curricular innovations in the College, challenges we are facing in terms of assessment and curriculum, and future directions for Assurance of Learning within the College.

## 2. UNDERGRADUATE PROGRAM IN BUSINESS

### 2.1 Learning Goals & Objectives

Learning goals for the undergraduate Business Core were developed over a period of time. The participation of most of the College's faculty in a day-long retreat in August 2004 resulted in the first candidates for and incarnations of the learning goals. Draft goals were proposed in early 2006. The College's Curriculum and Academic Affairs Committee (CAAC) modified and refined the learning goals and added specific learning objectives into a draft version during the 2006-2007 academic year. During the spring semester of 2007, an Assurance of Learning Task Force was appointed by CAAC. Its charges included the refinement and finalization of the undergraduate learning goals and the development of learning measures to operationalize each objective. CAAC accepted the report of the AOL Task Force (see Blackboard under "UG Core") and on April 26, 2007 formally proposed to the COB faculty the learning objectives shown in Exhibit 1. The proposal was accepted by a vote of 23-1-2.

#### **Exhibit 1: Undergraduate Core Learning Objectives, adopted April 26, 2007**

1. Students will be knowledgeable about current business practices and concepts.
  - A. Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.
2. Students will be able to make prudent business decisions by employing analytical and critical thinking.
  - A. Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.
3. Students will be effective communicators.
  - A. Students will demonstrate the ability to effectively convey information using appropriate means of communication.
4. Students will be competent in applying relevant technology to business problems.
  - A. Students will understand the nature, function and limitations of commonly used business information systems.
  - B. Students will demonstrate proficiency in using technology to solve business problems.
5. Students will be competent in ethical decision making.
  - A. Students will be able to explain and defend the ethical framework in which they make business decisions.
  - B. Students will be able to identify parties affected by a business decision, identify how a decision may affect each stakeholder, and arrive at a decision that is (ideally) mutually beneficial or one that minimizes harm to any one party.
6. Students will be able to function effectively in professional settings.
  - A. Students will demonstrate commitment to standards of professional behavior.
  - B. Students will demonstrate an understanding of individual and group dynamics in organizations, including team building and collaborative behavior in the accomplishment of tasks.
7. Students will be cognizant of the complexities of operating in a global business environment.
  - A. Students will understand the basic economic, political, cultural and operational motivations for international business.

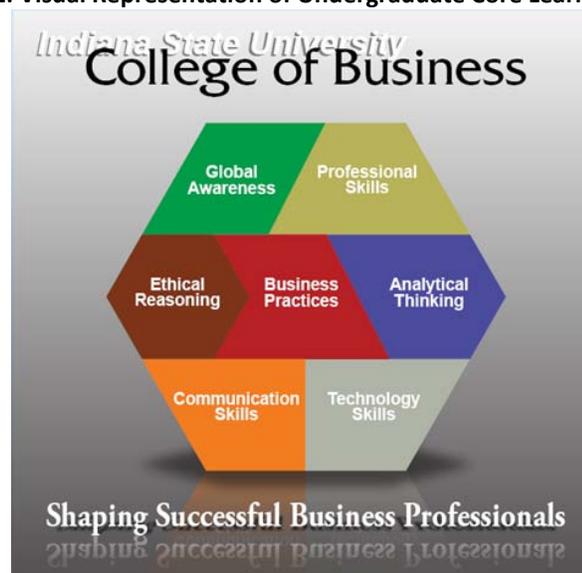
These learning goals include both general (LG 2, 3, 5, and 6) and management specific (LG 1, 4, and 7) objectives. They are designed to ensure that, should a student show proficiency in these areas, then he or she would be well prepared to successfully participate in organizations. The goals are operationalized as follows:

- LG1. Examples of current business practices and concepts: financial statements, risk vs. return, role of information technology, operational strategy/design, etc.
- LG2. Examples of analytical thinking: analyzing quantitative data using statistics, collecting data from various sources and making a recommendation, analyzing a financial statement and assessing strengths and weaknesses of a company.
- LG3. Examples of effective communication: preparing a professional written report, giving an effective oral presentation, using PowerPoint to prepare effective slides.
- LG4. Examples of competence in technology: understanding nature and function of databases, spreadsheets, word processing, presentation, web development software (4A) and using Excel or Access to summarize, analyze and report data, and using statistical software to arrive at statistics that can be used to make a decision or recommendation (4B).
- LG5. Examples of ethical decision making: students are given a case with an ethical dilemma involving a business problem and asked to identify stakeholders, articulate possible actions and choose and justify an appropriate action.
- LG6. Examples of functioning in professional settings: wearing appropriate attire during professional events, arriving on time, being familiar with business etiquette (6A) and knowledge of and respect for diversity, ability to work effectively in or lead teams.
- LG7. Examples of global awareness: being sensitive to cultural differences, understanding economic and political systems.

In an effort to increase the visibility and impact of these learning goals, a visual representation was created during the summer of 2008 (see Exhibit 2). This logo represents how all of the pieces fit together to form a successful business professional. Beginning in Fall 2008, posters of this logo were hung at various locations around the College and many professors included it within their syllabi to emphasize each course's relationship to these core learning goals.

Informal surveys indicate that the posters are increasing student awareness of the learning goals. At the end of the spring semester of 2008 (before the logo was introduced) students who had only seen the learning goals verbally in syllabi were surveyed. At the end of the Fall semester of 2008, after posters were distributed around the College, a similar group of students (from the same class but a different semester) were surveyed. These students had seen visual representations of the "pieces" of the puzzle in their syllabi along with verbal descriptions and had been exposed to the posters both within and outside the classroom. While none of the pre-logo group could accurately name more than two of the learning goals, 22% of the post-logo group could name three or more of the goals. In addition, the mean number of goals named increased from 0.87 to 1.52 over this one year period. Faculty are confident that as the exposure to the goals both inside and outside the classroom continues, that students will continue to show higher degrees of awareness of the goals and to appreciate how each of the required courses contributes to their overall education and professional development.

**Exhibit 2: Visual Representation of Undergraduate Core Learning Goals**



## 2.2 Redesign of First Year Curriculum

One of the most significant curriculum innovations in recent years has been the elimination of the required 1-credit freshman seminars, BUS 101: Freshman Business Experience I and BUS 102: Freshman Business Experience II, and the development of a replacement course, BUS 100: Introduction to Contemporary Business. The courses were designed around the University's First Year Experience and were intended to provide freshmen with life and college survival skills in addition to a brief exposure to the business field. Instructors had been observing for several years that the two seminars were not working well. Because the courses only carried one credit each and there was very little business content, and students did not appear to take the course seriously.

Furthermore, a 2007 curriculum audit showed that the two courses only minimally touched upon the college's seven undergraduate learning goals with only introductory coverage of business practices and very little attention to the other objectives. (See UG Core, First Year Curriculum Revisions folder for more information.)

As a result of these concerns, a new course, BUS 100 was developed and approved by the College faculty during the 2007-2008 academic year. The new 3-credit course, which replaces BUS 101 and 102, touches upon five of the College's seven learning goals, while still functioning as a freshman university and life-skills course. The course was first offered in Fall 2008, and though there are still some aspects of the course that need to be refined, it seems to have accomplished its objectives, including more meaningful relationship to the remainder of the business curriculum and increased student engagement (see Blackboard under "UG Core" in the folder called "First Year Curriculum Revisions").

The other change to the first year business curriculum was the replacement of the 2-credit BUS 170 with a 3-credit BUS 180. The details of this change are discussed below under LG4: Technology Skills.

## 2.3 Learning Goal 1: Business Practices

### 2.2.1 Measurements and Processes

The business practices learning goal has thus far been measured with one comprehensive direct assessment and four discipline-specific direct assessments, as well as one indirect assessment. The comprehensive assessment was an exit exam, piloted in Fall 2008 within BUS 401, the business capstone course. The exam consisted of 50 multiple choice questions from ten different areas: Accounting, Statistics, Economics, Finance, MIS, Operations, Marketing, Management/Organizational Behavior, Ethics and Global/International issues. The exam was administered through Blackboard. Students were not told of the exact content of the exam, nor were they instructed to study or review any of the material. The exam was intended to ask questions that general managers would know and understand about general business concepts and were not intended to quiz students on their memory of details or complex calculations. Students were randomly administered five questions from each category and received scores for each topic (number correct out of 5) and overall (number correct out of 50).

Student performance was classified as follows:

- Superior: 5/5 correct within a subject; 85% or more correct out of 50 total questions;
- Satisfactory: 3-4 correct out of 5 questions within a subject; 70-84% correct out of 50 questions;
- Developing: 2/5 correct within a subject; 50-69% correct out of 50; and
- Deficient: 0-1 correct out of 5 questions within a subject; less than 50% correct total.

After the pilot in Fall, the Exit Exam was administered again in Spring 2009 with some changes. Instead of randomly selecting questions from a test bank for each area, the same five representative questions were chosen from each area so that all students received the same exam. The exam was again administered to BUS 401 students and performance was classified using the scale above.

Discipline-specific assessments of familiarity with business practices and concepts were administered within BUS 201 and 202: Principles of Accounting I and II, BUS 311: Business Finance, and BUS 371: Management & Organizational Behavior. The BUS 201 assessment was begun in Fall 2007 and consisted of a 5-point quiz relating to income statements and ratio calculations. Students were classified into various performance levels as follows:

- Superior: 5/5 points
- Satisfactory: 3-4 points out of 5;
- Developing: 2 points out of 5; and
- Deficient: 0-1 points out of 5.

As accounting faculty continued to search for effective measures of student learning in accounting principles, a new assessment was developed. Beginning in Fall 2008, ten multiple choice questions from the BUS

201 final were used to assess student performance. A similar assessment consisting of 10 multiple choice final exam questions was used for BUS 202 beginning in Fall 2008 and continuing into Spring 2009. These questions were chosen to be representative of important in accounting principles in these courses. In both cases, students were classified as follows:

- Superior: 9-10 out of 10 questions correct;
- Satisfactory: 7-8 out of 10 correct;
- Developing: 5-6 out of 10 correct; and
- Deficient: less than 5 out of 10 correct.

Another course-specific assessment of business practices was administered in Fall 2008 and Spring 2009 in BUS 311 to assess students' understanding of business finance. Ten multiple choice questions were selected from the final exam and administered both terms. As a pilot, 14 additional questions were added in Spring to one of the sections of the course. Student performance on the body of questions was used as a measure of learning, where:

- Superior: 80% or more correct;
- Satisfactory: 65-79% correct;
- Developing: 50-64% correct; and
- Deficient: less than 50% correct.

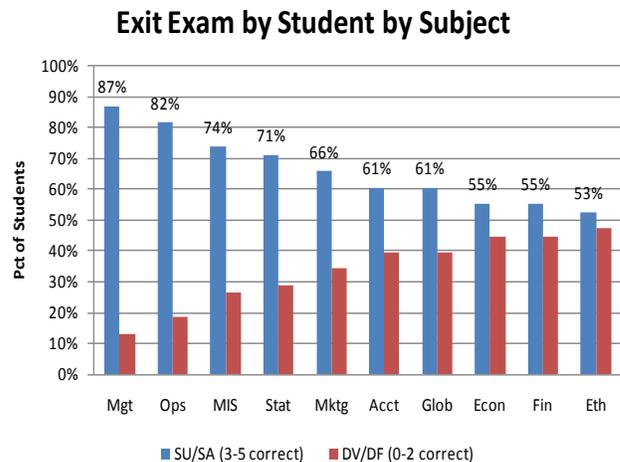
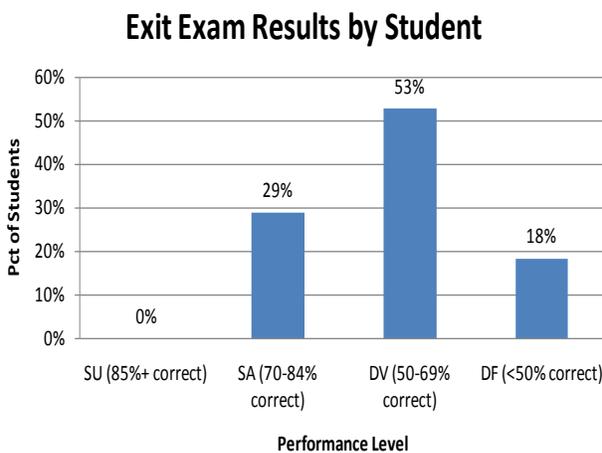
The final discipline-specific assessment was administered in Fall 2007 to BUS 371 and consisted of a case study in which students were required to evaluate management skills, company structure, and human resource practices as they related to group dynamics and teamwork. Student submissions were evaluated by faculty members using a rubric.

The indirect assessment for student learning in business practices and concepts was obtained using survey questions asked of our Young Professionals Advisory Board in the fall of 2008. Board members were asked how well their course work in the College of Business prepared them in understanding current business practices and concepts, including the functional areas of business and the application of theory to solve business problems. They were given four choices: Very Well, Adequately, Somewhat Inadequately and Not Well at All.

All information and supporting documentation for learning goal 1 is posted on Blackboard within the "UG Core" folder.

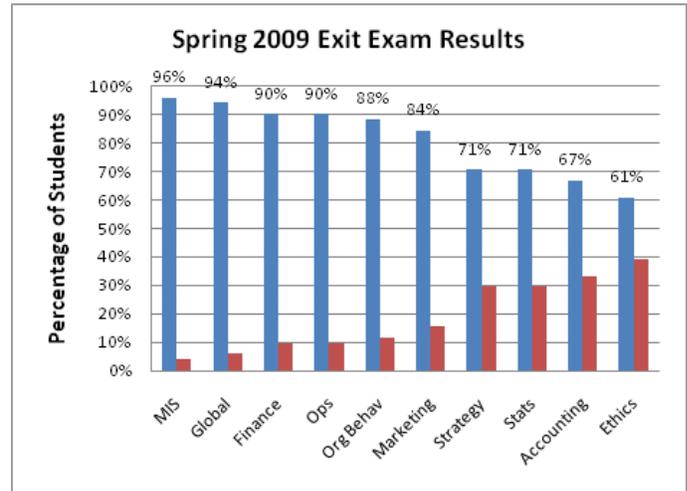
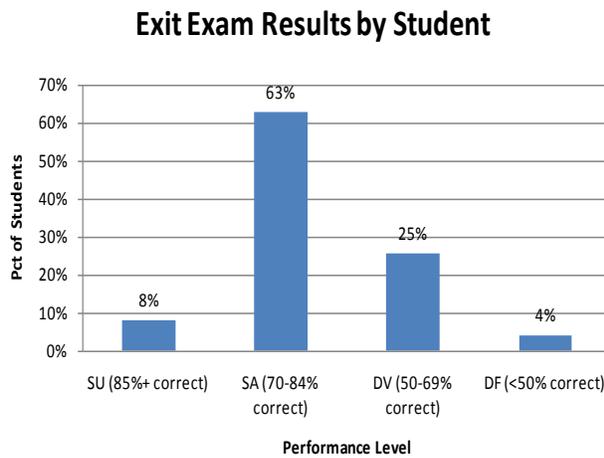
### 2.2.2 Results and Future Directions

The results of the Fall 2008 COB exit exam are shown in the following two graphs.



As the graphs indicate, overall no students performed at a superior level (defined as more than 85% of the 50 questions correct), while only 29% of students achieved a 70% or better overall. However, only 18% of students achieved less than 50% on the exam. By subject, we see that students fared well on Management, Operations, MIS and Statistics, with more than 70% of students performing at the superior or satisfactory levels. Ethics showed the lowest percentage of satisfactory performers, with only 53%. This is not surprising given that we have identified issues with our ethics coverage in our curriculum.

These results were not considered acceptable. The implementation team identified an issue with the pilot exam. Many of the questions in some of the subjects were too detailed and were not general concepts that students would be likely to recall two or three years after taking a course. For example, some of the finance and economics questions required students to remember formulas and compute quantities using those formulas. In addition, we could not track performance on individual questions within Blackboard due to the randomized nature of the exam. Thus, the exam was revised and the Spring 2009 implementation involved again a total of 50 questions from ten areas, but each student received the same five questions from each discipline, thus allowing us to track responses to individual questions. The five questions that were chosen emphasized high-level concepts that we would expect a general manager to know rather than calculations. Results are shown in the following graphs:



As the graphs indicated, 71% of students performed at acceptable levels (70% or more correct out of the 50 questions). These results are considered acceptable overall and are attributed to the revisions to the test bank to eliminated detailed or calculation problems. By subject, students performed well in MIS, Global/International, Finance, Operations, Organizational Behavior and Marketing. Strategy and statistics results were not as high, but overall acceptable with 71% of students reaching acceptable levels. Accounting and ethics were two areas in which students did not perform at targeted levels. These results are not surprising in that accounting tends to be a challenging topic for many students, and we have identified issues with our ethics coverage in the curriculum that we are attempting to address (see below under learning goal 5). The Exit Exam will be administered again in Fall 2009.

Students performed as follows on the BUS 201 assessments:

	Fall07	Fall08
% Superior	9%	0%
% Satisfactory	44%	16%
% Developing	30%	42%
% Deficient	17%	42%

Results from the BUS 202 assessment are as follows:

	Fall08	Sp09
% Superior	24%	8%
% Satisfactory	28%	46%
% Developing	32%	34%
% Deficient	16%	12%

Neither the results from the BUS 201 or 202 assessments are considered acceptable, with at most 54% of students performing at acceptable levels. Accounting faculty have discussed these findings and by examining item analyses have determined that the BUS 201 questions were problematic in that some were too difficult and as a group they lacked internal consistency and the ability to discriminate between stronger and weaker students. The questions will be reviewed and modified in an attempt to create a more reliable instrument that will be tested in Fall 2009.

The BUS 202 questions have been examined and are considered appropriate, though some minor clarification in wording has been suggested. Students appear to have the most trouble determining the net present value of a project and fixed costs. Faculty will explore curricular modifications at the fall faculty meeting in August.

For the business finance assessment, results are as follows:

	Fall08 (10 Q)	Sp09 (10 Q)	Sp09 (24 Q)
% Superior	44%	35%	42%
% Satisfactory	21%	35%	16%
% Developing	18%	24%	35%
% Deficient	18%	6%	7%

In these assessments, a total of 65%, 70%, and 58% of students performed at satisfactory levels. These results are not extremely high; however, finance faculty have discussed expected performance and have agreed that based on the difficulty of the subject and the fact that this course is the first finance class taken by all majors, including the more qualitative disciplines, that these results are reasonable. No curricular changes are planned. Faculty will meet in Fall 2009 to discuss the form of the exam (10 or 24 questions) that will be used the next time the assessment is administered in Spring 2010.

The BUS 371 case study resulted in the following percentages of students at each performance level:

	BUS 371
% Superior	39%
% Satisfactory	30%
% Developing	25%
% Deficient	6%

These results are a bit shy of the desired 70% of students at the superior or satisfactory levels. One instructor assigned the case as a whole, while the other assigned the parts separately. The instructor that assigned the parts separately found that some students chose to not complete all portions of the analysis because the penalty was not large. This resulted in a higher number of students at the unacceptable performance levels in that instructor's classes. One change that faculty plan to make when the learning goal is assessed again in Fall 2010 is to either assign higher point values to the portions of the case or to assign the case as a whole rather than in parts.

Survey results indicated that members of the Young Professionals Advisory Board felt as follows with regard to the preparation they received in business practices and concepts:

	YPB, LG 1A
Very Well	20%
Adequately	80%
Somewhat Inadequately	0%
Not Well at All	0%

These results are very positive; however, these data are self reported by recent graduates who were top students, and so their experiences are probably not representative of the entire student body. Within their written comments, several board members indicated that more hands-on, real-world experience would be beneficial to students and encouraged the College to further emphasize experiential learning.

## 2.4 Learning Goal 2: Analytical & Critical Thinking

### 2.3.1 Measurements and Processes

The analytical and critical thinking learning goal has been assessed with five direct course-embedded measures and one indirect measure. The first course-embedded assessment within BUS 205: Business Statistics I was begun in Fall 2007 and consisted of a data analysis computer quiz in which students must calculate various descriptive statistics and create graphs for two data sets and use them to answer five multiple choice questions regarding the data. Students were classified into various performance levels as follows:

- Superior: 5/5 correct;
- Satisfactory: 3-4 out of 5 questions correct;
- Developing: 2/5 correct; and

- Deficient: 0-1 out of 5 questions correct.

A second problem solving exercise used to assess learning goal 2 was given beginning in Spring 2009 within BUS 305: Business Statistics II. This exercise involved creating a regression model from given data and using the model to answer questions about the problem. The problem was given as a quiz and faculty evaluated student submissions based on a rubric.

Another course-specific assessment of analytical thinking was administered in Fall 2008 and Spring 2009 in BUS 311: Business Finance. Ten multiple choice questions were selected from the final exam and administered both terms. Student performance on the body of questions was used as a measure of learning, where:

- Superior: 80% or more correct;
- Satisfactory: 65-79% correct;
- Developing: 50-64% correct; and
- Deficient: less than 50% correct.

Another measure of analytical skills consisted of five exam questions on calculation of statistical process control (SPC) chart values and interpretation of SPC control chart from BUS 351: Introduction to Operations Management. These questions were given both in Spring 2008 and Fall 2008, and students were classified as follows:

- Superior: 5/5 correct;
- Satisfactory: 3-4 out of 5 questions correct;
- Developing: 2/5 correct; and
- Deficient: 0-1 out of 5 questions correct.

The final discipline-specific assessment was administered in Fall 2007 to BUS 371 and consisted of a case study in which students were required to evaluate management skills, company structure, and human resource practices as they related to group dynamics and teamwork. Students were required to use data in the case to support their decision or assess the company's practices. Student submissions were evaluated with regard to analytical thinking by faculty members using a rubric.

The indirect assessment for student preparation in analytical and critical thinking was obtained using survey questions asked of our Young Professionals Advisory Board in the fall of 2008. Board members were asked how well their course work in the College of Business prepared them in Making prudent business decisions by employing analytical and critical thinking, including the application of appropriate decision making techniques.. They were given four choices: Very Well, Adequately, Somewhat Inadequately and Not Well at All.

All information and supporting documentation for learning goal 2 is posted on Blackboard within the "UG Core" folder.

### 2.3.2 Results and Future Directions

Results from the Fall 2007 BUS 205 data analysis quiz are as follows:

	<b>BUS 205, F07</b>
% Superior	17%
% Satisfactory	53%
% Developing	23%
% Deficient	7%

Although these results have marginally met the desired 70% of students at acceptable levels, the instructors were concerned with some specific results. For example, students had particular trouble in recognizing unusual observations (those with z-scores with large absolute values) and an unexpected number had some trouble interpreting graphical displays to calculate the percentage of observations above or below certain values. In addition, instructors experienced an excessive number of questions from students attempting to clarify what was being asked by some questions, suggesting that that the quiz itself had some poorly worded questions.

As a result of these outcomes, instructors adjusted course delivery in Spring and Fall 2008 to emphasize interpretation rather than construction of graphs and interpretation of descriptive statistics with special emphasis on the comparative position of points. The quiz was re-administered in Fall 2008 with the following results:

	<b>BUS 205, F08</b>
% Superior	27%
% Satisfactory	52%
% Developing	14%
% Deficient	7%

These results are much better, with almost 80% of students performing at acceptable levels. Instructors believe their instructional changes were effective, but still identified a small number of areas to emphasize in the future, including: further reinforcing z-scores and comparative position of points, giving more hands-on problems for students to estimate the mean vs. the median from a histogram only, and how to calculate the percentage of observations falling within a given range. Instructors also plan to standardize the timing of the assessment so that all sections are given the quiz the same week. The assessment will be given again in Spring 2010.

The BUS 305 regression quiz resulted in the following student performance:

	<b>Sp 08</b>	<b>Fall 08</b>
% Superior	26%	11%
% Satisfactory	25%	36%
% Developing	22%	36%
% Deficient	28%	16%

These results are not considered acceptable, with only about half of students performing at satisfactory levels. The difference in results was attributed to a different teaching team in the two semesters and the use of adjuncts whose teaching methods may not have closely matched those of regular faculty. In particular, some instructors had brought the students into a computer lab and required them to practice building regression models themselves, while others only demonstrated on classroom computers. Students who had practiced in the lab and had the chance to ask questions fared much better on this exercise than others, prompting faculty to recommend that all students be given this experience. In addition, faculty noted the need to standardize instructions, materials, and timing of the exercise across sections to diminish the effects of section on student performance. Lastly, faculty noticed that much more emphasis needs to be put on having students articulate what makes a good regression model, in particular the role of p-values, as many students had a correct model but could not explain the characteristics that made it superior to others. These changes will be implemented and a re-assessment will be conducted in Spring 2010.

For the BUS 311 finance assessment, results are as follows:

	<b>Fall08 (10 Q)</b>	<b>Sp 2009 (10 Q)</b>
% Superior	44%	35%
% Satisfactory	21%	35%
% Developing	18%	24%
% Deficient	18%	6%

In these assessments, a total of 65% and 70% of students performed at satisfactory levels. These results are not extremely high; however, finance faculty have discussed expected performance and have agreed that based on the difficulty of the subject and the fact that this course is the first finance class taken by all majors, including the more qualitative disciplines, that these results are reasonable. No curricular changes are planned and the assessment will be re-administered in Spring 2010.

Students performed as follows on the BUS 351 assessment in Spring 2008:

	<b>On Campus</b>	<b>Web section</b>
% Superior	11%	13%
% Satisfactory	46%	48%
% Developing	20%	17%
% Deficient	23%	22%

Although the on-campus and web sections were taught by different instructors and involved different testing conditions (the web exam is open book, open note), student performance was very similar between the two groups and was not considered acceptable with only 61% of students performing at satisfactory levels. Instructors noted that students had difficulty interpreting several example control charts and drawing conclusions from them. These results seem to mirror what was found with the statistics data analysis exercise – that students can calculate

quantities but are weaker in interpreting those results. The BUS 351 instructors planned to give students more opportunities to practice interpretation with a wide variety of in-class examples and were willing to drop some non-essential material from the course in order to accommodate this change. The instructors also identified some common mistakes and planned to address these points more carefully to clarify these concepts for students. Within the web class, course materials were modified to include such changes.

These curricular modifications were implemented in Fall 2008 and the same assessment was administered to on campus students. (There were no web sections during the term.) The results were as follows:

	<b>On Campus</b>
% Superior	19%
% Satisfactory	65%
% Developing	8%
% Deficient	9%

The instructors note that the instructional changes made to the course appeared to have a positive impact, with now 84% of students performing at acceptable levels. However, while students performed better this time in interpreting example control charts (about 30% of students answered the question correctly compared to only 17% in spring), instructors are still not satisfied with results for that particular question and will continue to explore possible reasons for these deficiencies and possible corrective actions. The assessment will be re-administered in Spring 2010.

The final discipline-specific assessment was administered in Fall 2007 to BUS 371 and consisted of a case study in which students were required to evaluate management skills, company structure, and human resource practices as they related to group dynamics and teamwork. Student submissions were evaluated with regard to analytical thinking by faculty members using a rubric.

Students performed as follows on the analytical thinking portion of the BUS 371 case analysis:

	<b>BUS 371, LG2</b>
% Superior	54%
% Satisfactory	21%
% Developing	8%
% Deficient	17%

These results were considered acceptable, and indicated that students may perform better when doing more qualitative rather than quantitative analyses. This assessment will be repeated in Fall 2010.

Survey results indicated that members of the Young Professionals Advisory Board felt as follows with regard to the preparation they received in analytical thinking and problem solving:

	<b>YPB, LG 2A</b>
Very Well	40%
Adequately	47%
Somewhat Inadequately	13%
Not Well at All	0%

These results are very positive; however, these data are self reported by recent graduates who were top students, and so their experiences are probably not representative of the entire student body. Again, several board members encouraged the College to incorporate more real-world experience and experiential learning into the curriculum.

## 2.5 Learning Goal 3: Communication Skills

### 2.4.1 Measurements and Processes

The effective communication learning goal has thus far been assessed with two direct, course embedded assessments and one indirect assessment. The course embedded assessments include writing assignments within BEIT 336: Business Report Writing and BUS 401, the business capstone course.

BEIT 336 is the required junior level writing course for business students. The BEIT 336 assessments began in Fall 2007 when faculty used a formal report assignment to evaluate effective written communication. Submitted

reports are approximately 25 pages and require students to perform research and incorporate visual aids. Submissions were evaluated using a rubric and students were placed in performance levels as follows:

- Superior: 90-100% of possible points;
- Satisfactory: 70-89% of points;
- Developing: 60-69% of points; and
- Deficient: 0-59% of possible points.

Because faculty felt that the long, formal report may not be the most effective assessment of writing due to inclusion of other factors in student grades, they began using different assessment measures in Fall 2008. Written communication was evaluated for each student based on three shorter reports and the long report. The short reports include various business cases that require students to analyze the business situations and report their findings. The short reports are less formal in tone and contain less content breadth than formal reports, but information is organized much the same as in formal reports. The rationale for using a combination of four submissions was that, taken together, they would provide a comprehensive look at a student's writing skills. Again, all reports were evaluated using rubrics and each student's total earned points were divided by total possible points to arrive at an overall percentage. Students were then classified into performance levels based on their overall percentage of points earned using the classification scheme shown above.

BUS 401 is typically taken in a student's final year, and often in their final semester. For this reason, it was decided that evaluating writing skills at this juncture would provide information on how well students transferred what they learned in BEIT 336 to other situations in which they must communicate in writing. The assessment used within BUS 401 in Fall 2008 was a portion of a reflection paper assigned at the end of the term. It requires students to apply the strategic assessment process to their own personal and professional lives. The reports were reviewed by a reading team that did not include course instructors. Because of the length of the reports, twenty-two student submissions were randomly chosen. Reports were evaluated on four dimensions (content and development; organization and structure; format; and grammar, punctuation and spelling) using a rubric to classify student performance as Superior, Satisfactory, Developing or Deficient. All readers evaluated three submissions for norming purposes, and then the remainder of the submissions were split among the reading team.

An indirect assessment of the effective communication learning goal was obtained using survey questions asked of our Young Professionals Board in the fall of 2008. Board members were asked how well their course work in the College of Business prepared them in effectively conveying information using appropriate means of communication. They were given four choices: Very Well, Adequately, Somewhat Inadequately and Not Well at All.

All information and supporting documentation for learning goal 3 is posted on Blackboard within the "UG Core" folder.

### 2.4.2 Results and Future Directions

In Fall 2007 when BEIT 336 long reports were assessed, the following results were obtained:

	<b>BEIT 336, F07</b>
% Superior	3%
% Satisfactory	48%
% Developing	29%
% Deficient	21%

Faculty members were concerned with these results. Instructors explained that the grade for the long report includes point values for parts of the submission that do not involve content analysis and writing, including inclusion of a bibliography, appendices, graphical aids, etc. and some papers are marked down for not including all of the required elements and for poor documentation. In addition, students often leave the report until the very last minute even though they have six weeks to work on it. For these reasons, the instructors believe that task procrastination, along with other factors, contribute to some students' poor performance.

As an alternative, faculty agreed to use the formal report along with three other shorter reports to evaluate each student's body of work during the Fall of 2008. Students performed as follows:

	<b>BEIT 336, F08</b>
% Superior	26%
% Satisfactory	39%
% Developing	28%
% Deficient	7%

Faculty agree that these results probably more accurately reflect student writing skills than does the long report by itself. However, results are still not at the desired level, with only 65% of students performing at adequately. To some degree, results were still being influenced by student procrastination on the long reports that compromised their ability to submit all required elements. As a remedy for this problem, some BEIT faculty began having intermediate deadlines for students to turn in drafts of their long reports, reasoning that if drafts are required then students are more likely to submit a complete paper at the final deadline. Faculty plan to evaluate the effects of this change in Fall 2009.

Results of the BUS 401 reflection reports are shown in the following table:

	<b>Content &amp; Development</b>	<b>Organization &amp; Structure</b>	<b>Format</b>	<b>Grammar, Punctuation &amp; Spelling</b>	<b>Overall Student Rating</b>
SU	9%	14%	9%	9%	9%
SA	32%	23%	27%	18%	32%
DV	50%	36%	23%	9%	32%
DF	9%	27%	41%	64%	27%

These results are clearly not acceptable. Readers and instructors attributed these poor results to several factors. Students were given a content outline but were not told to use any specific report formatting. Also, faculty emphasized application of strategy concepts but only briefly mentioned the need to use proper grammar, spelling and punctuation. In addition, the assignment is purposely delayed to the end of the semester so that students experience the end of their consulting projects before being asked to reflect on their course experiences. This leads many of the students to submit their papers rapidly while under time pressure for completing final exams in their other courses. Faculty have observed that students will not put time and effort into aspects of an assignment that will not increase their grade, which also may have led to many students not bothering to proofread their submissions. Students are clearly not using the good writing skills they learned in BEIT 336 because they do not perceive it as important to their grade on the performance portfolio assignment.

Concerns over these results led faculty to hold a brown bag luncheon session in February 2009 on the topic of writing where these and other concerns about student writing skills were discussed. Sixteen faculty members attended. As a result of this session, several faculty have agreed to assign grades on writing assignments based partially on the quality of writing rather than on just content and to inform students that they will do this. It is hoped that when writing is made a part of their grade that students will write to the best of their ability. If many faculty within the College emphasize quality writing, it is expected that students will begin to default to good writing practices. To facilitate the inclusion of quality of writing into non-writing business courses, faculty have prepared a style guide for College of Business faculty to disseminate to students in non-writing courses, especially undergrads who have not yet taken BEIT 336. The guide will be used beginning in Fall 2009 courses by a number of faculty. It is expected that students will begin to comply more consistently with the guidelines as more faculty use the document to set expectations for students. The writing assessment within BUS 401 will be readministered again at the end of the Fall 2009 semester to determine if the implementation of writing guidelines had any effect on the quality of the submitted student writing.

Also, some faculty in BUS 101: Introduction to Contemporary Business and core business courses are providing students with guidelines for writing professional emails. This is in response to the informal and extremely poor quality emails that faculty often receive from freshmen. It is our hope that more faculty will employ both the writing guidelines and the email standards to encourage students to write well always. In this way we hope to make writing a College-wide priority in the coming year.

Reevaluation of writing will occur within BUS 401 in the Fall of 2009, when students will be given the same reflection assignment but will be given direction as to how their writing will be evaluated.

Survey results indicated that members of the Young Professionals Advisory Board felt as follows with regard to the preparation they received in effective communication:

	<b>YPB, LG 3A</b>
Very Well	53%
Adequately	40%
Somewhat Inadequately	7%
Not Well at All	0%

These results are very positive; however, these data are self reported by recent graduates who were top students, and so their experiences are probably not representative of the entire student body. These findings in conjunction

with other assessment results showing issues with communication skills may be interpreted as preparation receive is adequate, but that not all students apply those learned skills consistently. It is our hope that the steps discussed above will help address the issues with written communication.

Advisory board member comments praised the business report writing course but also indicated a need for a greater focus on verbal communication. Once the action plan for written communication skills has been fully implemented, we can turn our attention to oral communication. One idea that is already being implemented by a few individual faculty is to use detailed rubrics for oral presentations to ensure that students are aware of expectations. It is possible that such a rubric used across the college that students first see as freshmen might help highlight the behaviors that are desirable and undesirable when making formal presentations.

## 2.6 Learning Goal 4: Technology Skills

### 2.5.1 Measurements and Processes

Issues with students' technology skills had initially been identified in recent years through informal means. For example, a deficiency in student skills in Excel had come to the attention of technology instructors through discussions with statistics faculty who require students to employ Excel skills learned in the freshman computer tools course. Students did not appear to retain the requisite Excel skills one year later, and sometimes fell short of expectations even when statistics faculty re-taught some concepts. In addition, feedback from employers suggested that our students' Excel and Access skills were not as strong as those of students from other institutions.

Faculty responded to these concerns through a redesign of the freshman computer tools course. The old course, BUS 170, was a 2-credit course that covered all of the Microsoft Office applications. It was taught to a large extent with exercises from textbooks, which tended to use step-by-step instructions. The new BUS 180, in addition to carrying 3 credit hours, was designed to go into significantly more detail in Excel and Access, with less emphasis in other productivity tools. The focus was on using these tools to solve realistic problems. BUS 180 was piloted in Fall 2008 and begun in earnest in Spring 2009.

The technology skills learning goal has thus far been measured with four course-embedded assessments. The first assessment was done within the newly developed BUS 180: Business Information Tools to gauge student learning of objective 4B (use of technology). Instructors used a live final exam to measure student performance in Access tables, queries and reports and Excel skills such as copying expressions, charts, formatting, complex functions, filters and pivot tables. Each instructor used his or her own exam questions but compared each others' exams. Students were evaluated on each of the nine skills and categorized as either mastered (1 point), partly mastered (0.5 points), and not mastered (0 points). Overall student performance was classified as follows:

- Superior: 8-9 points out of 9;
- Satisfactory: 6-7.5 points out of 9;
- Developing: 4-5.5 points out of 9; and
- Deficient: 0-3.5 points out of 9.

Learning objective 4B (use of technology to solve business problems) was also assessed within BUS 205: Business Statistics I beginning in Fall 2007. The assessment consisted of a data analysis computer quiz in which students must calculate various descriptive statistics and create graphs using Excel and then use the results to answer five multiple choice questions regarding two sets of data. Student performance on the Excel exercises was evaluated by faculty using a rubric.

Learning objective 4A (nature and function of commonly used business information systems) was assessed within two courses, including BUS 321: Introduction to Management Information Systems. In this exercise, students were required to complete a 10-page analytical paper concerning the impact of Information Technology on a selected profession or industry. Student submissions were evaluated by faculty using a rubric.

The second method of assessing LO 4A was using the COB Exit Exam, administered to seniors within BUS 401, the business capstone class. The exam covered ten topics, including MIS, and was administered through Blackboard. The exam was intended to ask questions that general managers would know and understand about general business concepts and were not intended to quiz students on their memory of details or complex calculations. Students were randomly administered five MIS questions and performance on the MIS questions was classified as follows:

- Superior: 5/5 correct;
- Satisfactory: 3-4 correct out of 5;

- Developing: 2/5 correct; and
- Deficient: 0-1 correct out of 5.

In Spring 2009, the Exit Exam was administered again, with some changes. Instead of randomly selecting questions from a test bank for each area, the same five representative questions were chosen from each area and administered to all students. In order to more closely align the questions with the intent of the exit exam, the questions chosen were restricted to high-level concepts rather than detailed points queried in the original test bank. Also, this change allowed tracking of responses to individual questions within Blackboard, which was not possible when using randomized blocks. Five MIS questions were included in this exam, again administered to BUS 401 students at the end of the semester.

An indirect assessment of the technology skills learning goal was obtained using survey questions asked of our Young Professionals Board in the fall of 2008. Alumni were asked how well their course work in the College of Business prepared them in the areas of: understanding the nature, function, and limitations of commonly used business information systems (4A) and using technology to solve business problems (4B). They were given four choices: Very Well, Adequately, Somewhat Inadequately and Not Well at All.

All information and supporting documentation for learning goal 4 is posted on Blackboard within the “UG Core” folder.

### 2.5.2 Results and Future Directions

Faculty believe that the new BUS 180 course has accomplished its goals of increasing student skills in Excel and Access (see the “BUS 180, Spring 2009” folder under the “LG4: Technology Skills” folder on Blackboard). Informal observation of students by statistics instructors during the summer terms of 2009 indicates that on some tasks, for example absolute references and entering formulas, students appear to be much better prepared by BUS 180 than they had been by the previous course.

Though there are still some aspects of BUS 180 that need to be tweaked, students appear to have performed well in the Excel and Access exercises that were given on the final exam and evaluated for assessment purposes. Results of the final exam assessment are as follows:

	<b>BUS 180, LG 4B</b>
% Superior	46%
% Satisfactory	38%
% Developing	6%
% Deficient	11%

Overall, these results were considered acceptable, with 84% of students performing at satisfactory levels. However, instructors did note some problem areas that they intend to address in the future. For example, students still appeared to have difficulty with complex functions such as the “IF” function in that they stumbled when identifying the decisions and conditions associated with an actual problem. Instructors plan to develop some of their own problems that are simpler than those in the book and to have students work in teams during class. Another problem area for students involved Excel charts, which was covered briefly and early in the semester and involves textbook problems that were step-by-step in nature. The instructors plan on developing simpler chart exercises for students to practice on and developing an integrated project at the end of the course that requires charting so that students can refresh these skills prior to the final exam. Lastly, instructors plan on paying more attention to the pace of the course in the Spring 2010, when the next large scale assessment will be done. BUS 180 faculty will also work closely with statistics faculty to indirectly assess whether students have retained the requisite Excel skills.

Students performed as follows on the Excel exercises within the BUS 205 computer quiz in Fall 2007:

	<b>BUS 205, LG 4B, F07</b>
% Superior	63%
% Satisfactory	6%
% Developing	21%
% Deficient	9%

Though 70% of students performed at satisfactory levels, faculty were very concerned with the fact that 30% of students, who are generally sophomores and juniors, could not adequately calculate descriptive statistics and create graphs in Excel. The teaching team agreed to do more hands-on exercises with Excel in class. In response to an excessive number of questions from students about some of the quiz questions, the team admitted some issues

with the instrument itself, including some confusing wording and presentation of data. These adjustments were made, and the same quiz was administered in Fall 2008 with the following results:

	<b>BUS 205, LG 4B, F08</b>
% Superior	76%
% Satisfactory	6%
% Developing	10%
% Deficient	7%

Faculty determined that the adjustments to the instrument were effective at clearing up confusion among students about what was expected of them, as the second administration did not produce the same level of confusion among students about what they were expected to do. In addition, the inclusion of more extensive hands-on exercises appeared to improve performance. Approximately 84% of students performed at satisfactory levels, which was considered an acceptable result. The teaching team has agreed that giving students hands-on in-class experience with Excel is important and plans to continue that teaching methodology. The assessment will be given again in Fall 2010.

Students performed as follows on the BUS 321 technology paper:

	<b>BUS 321, LG 4A</b>
% Superior	18%
% Satisfactory	57%
% Developing	13%
% Deficient	12%

These results were considered acceptable with 75% of students performing at satisfactory levels. MIS faculty plan to discuss specific results during the Fall 2009 semester.

For learning goal 4A, student performance on the MIS portion of the COB Exit Exam in Fall 2008 is shown in the table below.

<b>MIS Results - COB Exit Exam</b>		
	<b>Fall 2008</b>	<b>Spring 2009</b>
SU	29%	45%
SA	45%	51%
DV	13%	2%
DF	13%	2%

These results are considered acceptable. The Exit Exam will be given again in Fall 2009.

Survey results indicated that members of the Young Professionals Advisory Board felt as follows with regard to the preparation they received in technology skills:

	<b>LG 4A (Nature of Technology)</b>	<b>LG 4B (Using Technology)</b>
Very Well	33%	27%
Adequately	33%	40%
Somewhat Inadequately	27%	27%
Not Well at All	7%	7%

These results are somewhat positive, but the percentages of board members ranking preparation as adequate or very well is quite a bit lower (about 67%) than other learning goals, which (with the exception of global awareness) had 80% or more of members rating preparation as adequate or better. In their written comments, board members emphasized the need for more advanced preparation in Excel and Access.

Although other assessment results in this area seemed acceptable, these comments caused concern, though not surprise, among faculty. These observations from alumni echoed issues with computer skills that had been identified through informal means and addressed, to some extent, with the development of BUS 180. However, a majority of alumni respondents also strongly advocated that these concepts be used beyond the introductory course so that skills could be refined and developed, and the improvements made to BUS 180 would not address these concerns. Therefore, a brown bag luncheon was held and attended by 16 faculty members. It was noticed that the direct assessments focused on basic technology tasks or else occurred early in the curriculum. A lack of reinforcement of these concepts was admitted and faculty acknowledged the need for the use of Excel and Access in upper-division core courses and in major-specific courses. Many agreed to attempt to incorporate

cases into their courses. In the coming year, an attempt will be made to provide faculty with tools to accomplish this goal, including demonstration sessions through the Instructional and Professional Development Committee, the development of a college-wide resource for faculty to share cases and/or data sets for this purpose, and contact information for members of the Young Professionals Board, several of whom volunteered to share real-world cases from their organizations.

## 2.7 Learning Goal 5: Ethics

### 2.6.1 Measurements and Processes

The ethics learning goal has thus far been assessed with four different direct assessments and two different indirect assessments. We are continuing to search for effective measures for this learning goal.

The four direct assessments include course embedded assessments in BUS 361: Principles of Marketing, BUS 371: Management & Organizational Behavior, BUS 305: Business Statistics II, and BUS 401: Senior Business Experience. The Spring 2009 BUS 361 assessment was a case study in which students were given a real world case involving the shipment of tainted products that caused consumer illnesses. Students were asked to define the ethical dilemma, identify stakeholders, articulate alternatives and choose an ethical action. A case study was also used within BUS 371 in Fall 2007 to examine moral leadership. In BUS 305, a case study involving the ethical use and reporting of statistical data was piloted during the Spring semester of 2009. In each case, a rubric was used to assign students to one of four performance levels (Superior, Satisfactory, Developing, Deficient).

The direct assessment within BUS 401, our business capstone course, involved five multiple choice ethics questions given as part of the College's exit exam. In Fall 2008, the exam was piloted. It consisted of 50 multiple choice questions from ten different areas, including Ethics and was administered through Blackboard. Students were not told of the exact content of the exam, nor were they instructed to study or review any of the material. Students were randomly administered five ethics questions and performance on the ethics questions was classified as follows:

- Superior: 5/5 correct;
- Satisfactory: 3-4 correct out of 5;
- Developing: 2/5 correct; and
- Deficient: 0-1 correct out of 5.

In Spring 2009, the Exit Exam was administered again, with some changes. Instead of randomly selecting questions from a test bank for each area, the same five representative questions were chosen from each area and administered to all students. In order to more closely align the test with its intended, the questions chosen were restricted to high-level concepts rather than detailed points queried in the original test bank. Also, this change allowed tracking of responses to individual questions within Blackboard, which was not possible when using randomized blocks. Five ethics questions were included in this exam, again administered to BUS 401 students at the end of the semester.

An indirect assessment of the ethics learning goal was obtained using survey questions asked of our Young Professionals Board in the fall of 2008. Alumni were asked how well their course work in the College of Business prepared them in the areas of: explaining and defending an ethical framework in which business decisions are made (learning goal 5A) and identifying parties affected by a business decision, how a decision may affect them, and how to arrive at a decision that minimizes harm to any one party (learning goal 5B). They were given four choices: Very Well, Adequately, Somewhat Inadequately and Not Well at All.

A second indirect assessment includes business student participation in the annual ethics conference held at ISU, which in 2009 was extended into a weeklong event. The event is organized by junior Networks Scholars. (For more information about the Networks Scholars Program, see <http://www.indstate.edu/business/centers/networks.htm> ). All ISU students are able to attend the conference, which in the past has boasted attendance of almost 400 students, most of which are business students. In addition to requiring students to attend parts of the conference, many business faculty are now incorporating ethics activities and assignments into their classes during ethics week. More information about the ethics conference, including program information, can be found at <http://www.indstate.edu/ethics/>.

All information and supporting documentation for learning goal 5 is posted on Blackboard within the "UG Core" folder.

## 2.6.2 Results and Future Directions

For the BUS 361 case study, students performed as follows:

	<b>BUS 361</b>
% Superior	13%
% Satisfactory	58%
% Developing	24%
% Deficient	5%

These results were considered acceptable. Marketing faculty noted that students do appear to “understand the role of ethics in real world marketing situations” but noticed that, although students did fairly well at identifying courses of action, many did not adequately describe the effects of those actions on stakeholders. They plan to reword the questions for the case to more clearly articulate what is expected in student responses and to repeat the assessment in Fall 2009.

For the BUS 371 case study, student performance was classified as follows:

	<b>BUS 371</b>
% Superior	36%
% Satisfactory	53%
% Developing	8%
% Deficient	3%

Again, these results seem acceptable. One instructor assigned the case as a whole, while the other assigned the parts separately. The instructor that assigned the parts separately found that many students chose to not complete this portion because the penalty was not large. One change that faculty plan to make when the learning goal is assessed again in Fall 2010 is to either assign higher point values to the portions of the case or to assign the case as a whole rather than in parts.

Results of the piloted case study in BUS 305 indicate the following:

	<b>BUS 305</b>
% Superior	8%
% Satisfactory	83%
% Developing	8%
% Deficient	0%

Again, results do seem appropriate, though as with the BUS 361 assessment, faculty noticed that students appear to have the most trouble considering stakeholders and analyzing consequences of potential actions. Overall, the exercise seems appropriate and faculty plan to assess ethics within statistics again in Spring 2010, though perhaps with a more rigorous grading standard.

Results for the Ethics portion of the COB Exit Exam in Fall 2008 and Spring 2009 are shown in the table below.

<b>Ethics Results - COB Exit Exam</b>		
	<b>Fall 2008</b>	<b>Spring 2009</b>
SU	5%	4%
SA	47%	57%
DV	34%	27%
DF	13%	12%

Only 61% of students performed at satisfactory levels (answering three or more of the five ethics questions correctly). Faculty do not consider these results acceptable, and admit that more emphasis on ethics is appropriate in our curriculum. We are currently investigating how that can be done effectively, and have at least four options to explore. First, some faculty have agreed to emphasize ethics more within their core courses and to include specific assignments and activities related to ethical decision making.

Second, we will continue to encourage increased participation in the ethics conference and ethics week. In March of 2009, 300 business students attended an average of more than three program sessions each. At least 12 faculty responded to an informal survey indicating that they had incorporated ethics activities into their classroom or required students to attend the conference and complete a related assignment. We are hoping that ethics week activities will continue to grow to forward student progress toward this learning goal.

In addition, Dr. William Wilhelm, a COB professor has recently published an article ""Integrating Instruction in Ethical Reasoning into Undergraduate Business Courses," in the Journal of Business Ethics Education (2008, vol. 5). Results of this research suggest that faculty who are not ethics specialists can incorporate ethical reasoning into courses in their own business disciplines. He developed instructional methodology and resources for faculty to use, and through their work testing these materials, he and a fellow COB professor were recently honored with a national research award for their work (see <http://www.indstate.edu/news/news.php?newsid=1577> for more information). Dr. Wilhelm has received grants to continue this research, and we hope to capitalize on his expertise in this area to help our faculty more effectively integrate ethics education into our curriculum in the coming years.

Lastly, there is the possibility of requiring an ethics course of all business students, though logistical concerns have rendered the implementation of such a mandate somewhat problematic.

Survey results indicated that members of the Young Professionals Advisory Board felt as follows with regard to the ethics preparation they received:

	LG 5A (Framework)	LG 5B (Stakeholders)
Very Well	47%	47%
Adequately	47%	33%
Somewhat Inadequately	7%	20%
Not Well at All	0%	0%

These results seem generally positive, though again, these data are self reported by recent graduates who were top students. Of concern is the fact that learning goal 5B is ranked quite a bit lower than 5A. Board member comments praised MGT 370: Business and Society (a non-core course) and the ethics preparation provided to Networks Scholars, but these are not experiences that are common to all students. Several respondents reiterated that this area needs more emphasis, which reinforces the results of the direct assessments and the need for the changes discussed above.

## 2.8 Learning Goal 6: Professional Skills

### 2.7.1 Measurements and Processes

This learning goal has thus far been assessed using two direct assessments and one indirect assessment. From Spring 2006 through Fall 2008, peer evaluations within BUS 401 were used as direct assessments of learning goal 6A (commitment to standards of professional behavior). Within BUS 401, students work on teams within a student run consulting company. At the end of the semester, students are required to evaluate their team members with respect to several skills, including: being on time, preparation for meetings, completing tasks, returning emails and phone calls, giving good input to the group, listening, taking on their share of the work, and producing high quality work. Students score each team member on a scale from 1 to 10 using a Behaviorally Anchored Rating Scale. All of the team member evaluations for each behavior are averaged for each student, creating eight scores for each, and then each student received an overall rating by averaging their eight overall scores.

Students were classified into the four performance levels as follows. For each semester, means and standard deviations of the eight behavior scores and the overall scores are calculated, and each student's z-scores are computed to show how they performed in comparison to their classmates. They are then classified as:

- Superior: a z-score of +1 or more;
- Satisfactory: a z-score between -1 and +1;
- Developing: a z-score between -2 and -1;
- Deficient: a z-score below -2.

The direct assessments also include a Fall 2007 case study in BUS 371: Management and Organizational Behavior to assess learning goal 6B (understanding of individual and group dynamics in organizations, including team building and collaborative behavior). The case requires students to evaluate management skills, company structure, and human resource practices as they related to group dynamics and teamwork. Student submissions were evaluated by faculty members using a rubric.

An indirect assessment of both learning goals 6A and 6B was obtained using survey questions asked of our Young Professionals Board in the fall of 2008. They were asked how well their course work in the College of Business prepared them in the areas of understanding the standards of professional behavior and understanding

group dynamics in organizations, including team building and collaborative behavior in the accomplishment of tasks. They were given four choices: Very Well, Adequately, Somewhat Inadequately and Not Well at All.

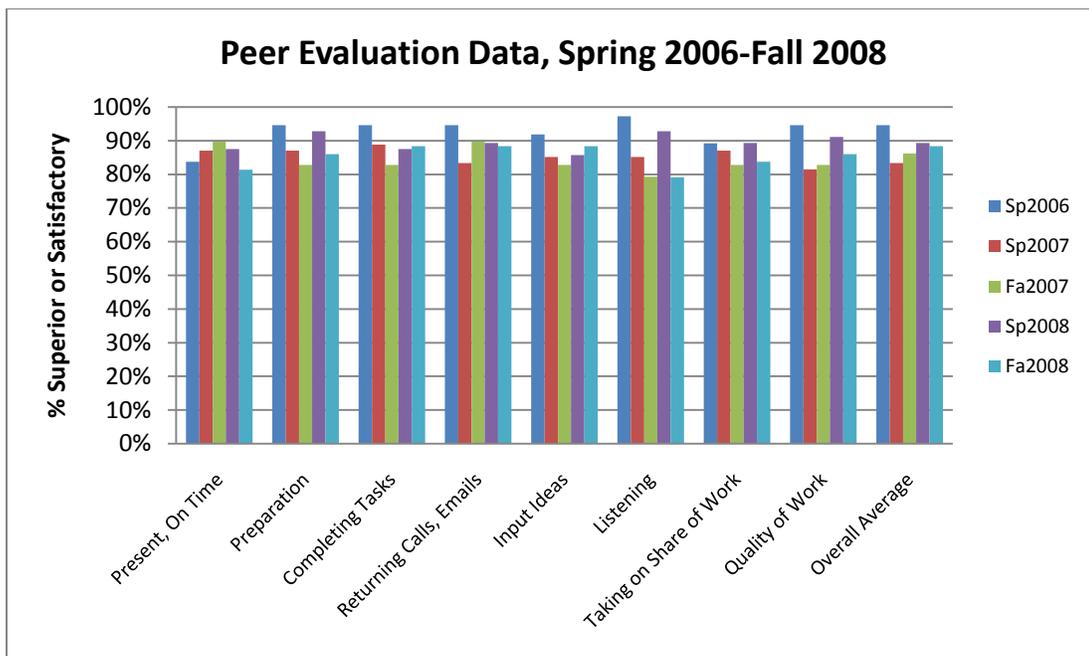
All information and supporting documentation for learning goal 6 is posted on Blackboard within the “UG Core” folder.

### 2.7.2 Results and Future Directions

For Learning Goal 6A, the overall ratings of students (the average peer evaluation scores over the eight behaviors) are summarized in the table below.

	% Superior	% Satisfactory	% Developing	% Deficient
Sp2006	0%	95%	3%	3%
Sp2007	17%	67%	13%	4%
Fa2007	21%	66%	10%	3%
Sp2008	0%	89%	7%	4%
Fa2008	7%	81%	5%	7%

Overall, between 83% and 95% of students performed at the Satisfactory or Superior levels. Results for specific professional behaviors are summarized in the chart below. The lowest percentage of students classified as either Superior or Satisfactory (79%) occurs in the “listening” skill during the Fall 2007 and Fall 2008 semesters. All other skills showed between 81% and 97% of students performing acceptably.



These results were considered acceptable. Students appear to rate their peers fairly highly. However, there is some question as to whether this measure tells us what we want to know since we have anecdotal evidence (from prospective employers) that our students' professional skills are not polished. The concern is that in using peer evaluation data the students may have lower expectations of their peers than their prospective employers will have of have of them. Therefore, we are continuing to search for other measures of professional skills to help us accurately assess our students' professional skills.

Results for learning goal 6B (understanding of individual and group dynamics in organizations), obtained through the case study within BUS 371 were also very good, with:

	<b>BUS 371</b>
% Superior	63%
% Satisfactory	24%
% Developing	10%
% Deficient	3%

These results were considered acceptable, though perhaps a more rigorous grading standard will be applied the next time the assessment is conducted in Fall 2010. Again, faculty plan to either assign higher point values to the portions of the case or to assign the case as a whole rather than in parts.

Survey results for the professional skills learning goal indicated that members of the Young Professionals Advisory Board felt as follows about their preparation from the College:

	<b>LG 6A</b>	<b>LG 6B</b>
Very Well	40%	47%
Adequately	47%	33%
Somewhat Inadequately	13%	13%
Not Well at All	0%	7%

These data are self reported by recent graduates. While the results seem very positive, there is an issue with these data because members of this advisory board were top students so their experiences are probably not representative. However, 80-87% of these alumni say we are doing well with these learning goals, which seems to support our good results with the direct assessments. However, there is still a question as to whether all of our students are internalizing these to the degree that is deemed necessary. While some board members commented that their experiences at the College were good due to group work and team activities, others indicated that their professional development occurred within their program majors (not the business core) and that this is an area that needs much improvement for the general student body.

In response to this and other feedback, a new professional development program will be piloted within the business core during the Fall 2009 semester. Program documentation (see Blackboard) describes the program as follows: “Developed by the Center for Student Professional Development, this program involves College of Business students in professional development events and activities that are appropriate for their level of academic preparation. Students choose activities that suit both their interests and their schedules. Certain core courses in the College of Business have been selected for this program. These courses were selected because all COB students take them at specific times during their academic career. Faculty members partnering with the CSPD for this pilot program will incorporate a Professional Development component into their courses, but will not be required to deliver any professional development content during class time.” During the pilot term, students enrolled in BUS 100, BUS 201 (Accounting I), BUS 371 (Management & Organizational Behavior) and BUS 401 (capstone course) will take part in activities such as resume workshops, career fairs, networking and etiquette workshops, and speed and practice interviews. These experiences will allow us to collect reliable assessment data regarding professional skills. Initial results from the endeavor will be available in early 2010.

Future directions for assessing professional skills include a system that was recently set up to collect direct feedback from employers about the skills of our graduates. Though this process has not yet generated much feedback, we hope to gather more data in the coming year. In addition, a task force on internships recommended in April 2009 that we require those who supervise our interns in the workplace to evaluate our students using a standard evaluation form. Some data has been collected already, mainly for students in Accounting and Insurance & Risk Management internships, but we hope to make this more widespread in the coming year to help accurately gauge the professional skills of a wider cross section of our students.

## 2.9 Learning Goal 7: Global Awareness

### 2.8.1 Measurements and Processes

This learning goal has thus far been assessed using two direct assessments and one indirect assessment. The direct assessments include a Fall 2007 case study in BUS 371: Management and Organizational Behavior. The case requires students to evaluate management skills, company structure, and human resource practices as they related to international issues. Student submissions were evaluated by faculty members using a rubric.

In Fall 2008, a comprehensive Exit Exam was piloted within BUS 401. The Blackboard exam consisted of 50 multiple choice questions from ten different areas including global/international issues. Students were randomly administered five questions from each. Student performance on the international/global questions was classified as follows:

- Superior: 5/5 correct;
- Satisfactory: 3-4 correct out of 5;
- Developing: 2/5 correct; and

- Deficient: 0-1 correct out of 5.

In Spring 2009, the Exit Exam was administered again, with some changes. Instead of randomly selecting questions from a test bank for each area, the same five representative questions were chosen from each area and administered to all students. The questions chosen were restricted to high-level concepts rather than detailed points queried in the original test bank in order to more closely reflect the intention of the exam. Also, this change allowed tracking of responses to individual questions within Blackboard, which was not possible when using randomized blocks. Five global/international questions were included in this exam, again administered to BUS 401 students at the end of the semester. .

An indirect assessment of the global learning goal was obtained using survey questions asked of our Young Professionals Board in the fall of 2008. Alumni were asked how well their course work in the College of Business prepared them in the areas of understanding the basic economic, political, cultural and operational motivations for international business. They were given four choices: Very Well, Adequately, Somewhat Inadequately and Not Well at All.

All information and supporting documentation for learning goal 7 is posted on Blackboard within the “UG Core” folder.

### 2.8.2 Results and Future Directions

Results of the BUS 371 case study with regard to the international component were not as high as desired. Students performed as follows:

	<b>BUS 371</b>
% Superior	54%
% Satisfactory	8%
% Developing	8%
% Deficient	29%

Only 62% of students performed at acceptable levels, which was not considered appropriate. The instructor reported that students did not feel comfortable with the international aspects of the case, and he plans to incorporate more global content into the course from the beginning.

Results of the Fall 2008 pilot of the Exit Exam also showed that students did not perform well on international/global questions (see below).

<b>Global Results - COB Exit Exam</b>		
	<b>Fall 2008</b>	<b>Spring 2009</b>
SU	16%	41%
SA	45%	53%
DV	25%	4%
DF	13%	2%

With just over 60% of students performing at acceptable levels, the Fall results were not considered adequate. Some issues were identified with the pilot exam, including the fact that many questions were too detailed and did not involve general concepts that would be common knowledge to any business manager. Therefore, changes were made to the test bank to remove questions that were too detailed or probed obscure points and the exam was re-administered in Spring 2009. As the table above shows, results from the Spring 2009 exam were better and were considered acceptable. Faculty attribute this change to more general questions rather than detailed questions that appeared on the pilot exam.

Survey results indicated that members of the Young Professionals Advisory Board felt as follows with regard to the international/global preparation they received:

	<b>LG 7A</b>
Very Well	7%
Adequately	53%
Somewhat Inadequately	27%
Not Well at All	13%

These results are problematic and similar to those of some other assessments of this learning goal, specifically the BUS 371 case and the pilot exit exam results. Comments by these young alumni indicated that they felt ISU

currently promoted a rather regional view. One did not remember any global coverage in the curriculum and several others indicated a strong opinion that more emphasis on global issues were definitely needed.

Although the second exit exam results were more positive, a review of our curriculum sheds light on these shortcomings in student performance on global/international issues (see the “Undergraduate Core Curriculum” link under the “UG Core” folder in Blackboard). Courses were examined to examine the degree of coverage of each of the learning goals, where:

- 0 = not covered;
- 1 = introductory level, expectations for application to basic problems;
- 2 = substantial emphasis, expectations for appropriate application and analysis; and
- 3 = course focus, expectations for synthesis and retention.

Results for the global learning goal are shown in the following table, where the table entries indicate the number of core courses covering LG 7 at each level:

	<b>Level 0</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Average</b>
7. Global business environment	4	8	4	0	1.00

There are no courses that cover this learning goal at an advanced level, while only a small number of courses cover global issues beyond an introductory level. We have identified this as a gap in our curriculum and are currently working on ways to correct the problem. Some instructors, as with BUS 371, have agreed to add a more substantial global focus to their courses; however, it may also be possible to add international material in other ways.

For example, the University’s new Foundational Studies (FS) program will take effect for students matriculating in Fall 2010. In the new program, all students will be required to take a course in Global Perspectives and Cultural Diversity. We have initiated discussions with the History Department, whose faculty are open to offering an FS course related to globalization that would fulfill the needs of business students. Proposals for new FS courses will be submitted during the 2009-2010 academic year, so it is possible that business students may be able to begin taking the globalization course as early as 2010.

## 3. MASTERS OF BUSINESS ADMINISTRATION

### 3.1 Learning Goals & Objectives

Learning goals for the MBA program were developed by the Graduate Affairs Committee (GAC) in 2004 and approved by the graduate faculty soon thereafter (see Exhibit 3).

#### **Exhibit 3: MBA Core Learning Objectives, June 2007**

1. **Problem Solving:** Each student will be able to systematically diagnose problems and/or opportunities, especially in business settings, and develop alternative courses of actions to resolve the problems or take advantage of the opportunity.
2. **Strategic Thinking:** Each student will have an understanding of long-range/strategic management and will be able to develop, implement, assess, and refine a strategic plan in a business setting.
3. **Organizational Change:** Each student will be able to systematically diagnose an organization's environment and operations to identify needed changes and to develop plans to successfully implement those changes in ways that achieve the organization's goal(s).
4. **International/Global:** Each student will have an understanding of global influences on business decisions/plans and/or develop plans for managing a business in a global environment.
5. **Workgroup Functioning:** Each student will be able to contribute to the success of his/her workgroup by occupying a leadership role and/or as a team leader.

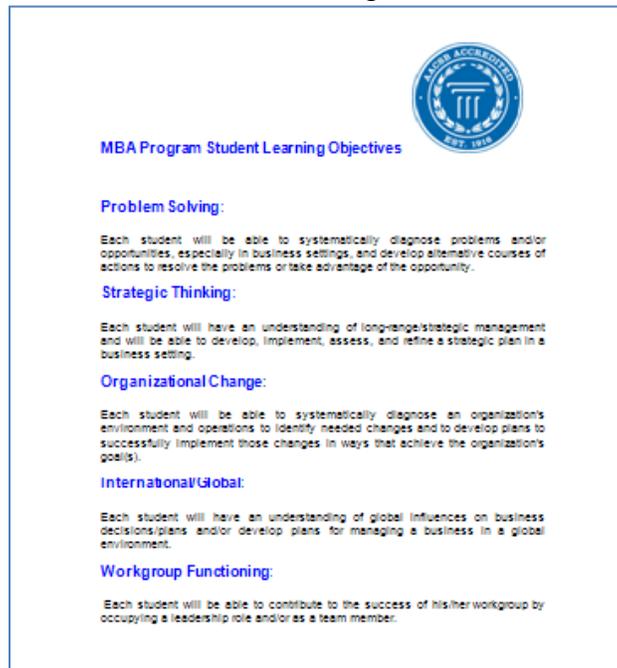
These learning goals include both general (LG 1 and 5) and management-specific (LG 2, 3 and 4) goals that are designed to ensure that, if a student demonstrates achievement in these areas, then he or she would be well prepared to, as specified in Standard 18 (p. 74):

- "lead in organizational situations,"
- "apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines,"
- "adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments" and
- "understand management issues from a global perspective."

While the third and fourth bullets are primarily centered around the problem-solving and international/global objectives, respectively, the accomplishment of the first two capacities largely involve the application of knowledge in skills from all of the learning objectives, in keeping with the more integrative, interdisciplinary nature of graduate level education.

Posters illustrating the learning goals were created and displayed throughout the building to help familiarize students with the expected outcomes of the program (see Exhibit 4).

## Exhibit 4: MBA Learning Goals Poster



The poster features the AACSB Accredited logo at the top right. The title is "MBA Program Student Learning Objectives". It lists five learning goals: Problem Solving, Strategic Thinking, Organizational Change, International/Global, and Workgroup Functioning, each with a brief description of the student's expected capabilities.

**MBA Program Student Learning Objectives**

**Problem Solving:**  
Each student will be able to systematically diagnose problems and/or opportunities, especially in business settings, and develop alternative courses of actions to resolve the problems or take advantage of the opportunity.

**Strategic Thinking:**  
Each student will have an understanding of long-range/strategic management and will be able to develop, implement, assess, and refine a strategic plan in a business setting.

**Organizational Change:**  
Each student will be able to systematically diagnose an organization's environment and operations to identify needed changes and to develop plans to successfully implement those changes in ways that achieve the organization's goals.

**International/Global:**  
Each student will have an understanding of global influences on business decisions/plans and/or develop plans for managing a business in a global environment.

**Workgroup Functioning:**  
Each student will be able to contribute to the success of his/her workgroup by occupying a leadership role and/or as a team member.

The methods used to measure progress in these learning goals are of two types: the Major Fields Test (MFT) in business (or a similar comprehensive exam) and course embedded assessments. An indirect assessment of the learning goals was also administered in Fall 2008 in the form of a survey of recent graduates serving on the dean's Young Professional's Advisory Board. However, only three responses were received and so the results are not considered meaningful and are not included in this report. In the future, we plan to re-administer the survey and to make an effort to increase responses.

## 3.2 Graduation Requirements

Members of the graduate faculty approved graduation requirements for the MBA program. On the MFT, students must score in at least the 50<sup>th</sup> percentile when compared with national test takers. On the comprehensive case administered in the student's final semester, students will have their work evaluated by at least two graduate faculty members and must receive two grades of pass. In both cases, any student not initially achieving the desired level of performance must repeat the exam or case until they reach the threshold.

## 3.3 Learning Goal 1: Problem Solving

### 3.3.1 Measurements and Processes

Two methods have been used thus far to measure problem solving. First, results of the MFT were analyzed with respect to questions on the accounting and finance portions. Students were compared to the national averages using percentiles.

Second, problem solving was measured within MBA 612: Quantitative Problem Solving during the Fall 2008 semester. Final exam questions covered simple linear regression, correlation, one-way and two-way ANOVA, multiple regression and hypothesis testing. Each student's score on each of the six final exam questions was classified as Excellent, Acceptable or Deficient. A student's overall performance was classified as:

- Superior if at least 4 of 6 problems were classified as Excellent;
- Satisfactory if not more than one problem was scored as Deficient;
- Developing if not more than three problems were scored as Deficient; and
- Deficient if four or more problems were evaluated to be Deficient.

All related materials for this learning goal may be found on the Blackboard site in the MBA folder.

### **3.3.2 Results and Future Directions**

On the MFT in Spring 2008, MBA students scored on average at the 65th percentile for the finance portion of the exam and at the 70th percentile for the managerial accounting portion. In Spring 2009, MBA students scored in the 85<sup>th</sup> percentile on the finance portion and in the 65<sup>th</sup> percentile for managerial accounting. These results were discussed by the Graduate Committee and were considered acceptable requiring no corrective actions.

For the MBA 612 exam, student performance was as follows:

- 17 students (out of 30, 57%) performed at the Superior level;
- 5 students (17%) performed at the Satisfactory level; and
- 8 students (27%) performed at the Developing level.

Overall 73% of students performed at or above expectations, which was considered acceptable. However, students who were classified as “Developing” performed poorly on both ANOVA and multiple regression techniques and the instructor felt that the grading scheme may have been too lenient since no students were classified as Deficient as the instructor had anticipated for some. Thus, the instructor plans to be more discerning when grading the next time the assessment is administered in Fall 2009.

Faculty have plans to measure problem solving with a comprehensive case in the future.

## **3.4 Learning Goal 2: Strategic Thinking**

### **3.4.1 Measurements and Processes**

Two methods have been used thus far to measure the Strategic Thinking learning goal. First, results of the MFT were analyzed with respect to questions on the strategic integration portion. Students were compared to the national averages using percentiles.

Secondly, during the Fall semester of 2008, essay exam questions were used within MBA 624: Strategic Marketing Management. Questions referring to strategic thinking were scored on a 20-point scale, with those earning:

- 18-20 points classified as Superior;
- 16-17 points classified as Satisfactory;
- 14-15 points scored as Developing;
- 0-13 points scored as Deficient.

All related materials for this learning goal may be found on the Blackboard site in the MBA folder.

### **3.4.2 Results and Future Directions**

On the MFT in Spring 2008, MBA students scored on average at the 75th percentile for the strategic integration portion of the exam. The Graduate Committee met and was satisfied with student performance, recommending no corrective actions. In Spring 2009, students scored only in the 40<sup>th</sup> percentile compared to students nationally. The Graduate Committee also reviewed these results. While the scores were low, the committee recommended no actions be taken since the number of students taking the test was small (only six students, which was only one-half of the class). The test will be re-administered in Spring 2010.

For the MBA 624 exam, student performance was as follows:

- 11% Superior;
- 26% Satisfactory;
- 37% Developing; and
- 26% Deficient.

These results are not considered acceptable, as only 37% of students achieved Satisfactory performance levels. The instructor plans to focus more on application of strategic concepts and perspectives during classroom case discussions, and to re-assess strategic thinking during the Fall semester of 2009.

Faculty have plans to measure Strategic Thinking with a comprehensive case in the future.

## 3.5 Learning Goal 3: Organizational Change

### 3.5.1 *Measurements and Processes*

The method used thus far to measure student learning with regard to organizational change is the management score on the MFT. Student performance was assessed by comparing our students to the national averages using percentiles.

All related materials for this learning goal may be found on the Blackboard site in the MBA folder.

### 3.5.2 *Results and Future Directions*

On the MFT in Spring 2008, MBA students scored on average at the 85th percentile for the management portion of the exam. The Graduate Committee met and was satisfied with student performance, recommending no corrective actions. In Spring 2009, students scored only in the 50<sup>th</sup> percentile compared to students nationally. The Graduate Committee also reviewed these results. While the scores were low, the committee recommended no actions be taken since the number of students taking the test was small (only six students, which was only one-half of the class). The test will be re-administered in Spring 2010.

In the future, faculty have plans to implement a comprehensive case study to provide an additional measure of the Organizational Change learning goal.

## 3.6 Learning Goal 4: International/Global

### 3.6.1 *Measurements and Processes*

Measurement of the International/Global learning goal has been done using essay exam questions within MBA 624: Strategic Marketing Management during the Fall semester of 2008. Essay questions involving International/Global concepts were scored on a 20-point scale, with those earning:

- 18-20 points classified as Superior;
- 16-17 points classified as Satisfactory;
- 14-15 points scored as Developing;
- 0-13 points scored as Deficient.

All related materials for this learning goal may be found on the Blackboard site in the MBA folder.

### 3.6.2 *Results and Future Directions*

Student performance was as follows:

- 0% Superior;
- 38% Satisfactory;
- 29% Developing; and
- 33% Deficient.

These results are not considered acceptable, as only 38% of students achieved Satisfactory performance levels. The instructor plans to incorporate additional international cases for classroom discussion the next time the course is taught in Fall 2009, and to re-assess the learning goal at that time.

Faculty have plans to measure International/Global with a comprehensive case in the future.

## 3.7 Learning Goal 5: Workgroup Functioning

### 3.7.1 *Measurements and Processes*

Workgroup Functioning has thus far been measured within a classroom setting within MBA 624: Strategic Marketing Management and MBA 621: Managing the Strategic Workforce during Fall of 2008. For MBA 624, peer evaluations were done to assess student performance within assigned groups. Each student evaluated his or her group members' levels of contribution to the project on a 10-point scale, with those earning:

- 10 points classified as Superior;
- 8-9 points scored as Satisfactory;
- 6-7 points scored as Developing; and
- 0-5 points classified as Deficient.

For MBA 621, student diaries were used to assess students' levels of understanding of workgroup functioning. Each student's diary was evaluated on a scale of 1 (little understanding and implementation of workgroup functioning) to 5 (in depth understanding). All related materials for both measures may be found on the Blackboard site in the MBA folder.

All related materials for this learning goal may be found on the Blackboard site in the MBA folder.

### **3.7.2 Results and Future Directions**

Within MBA 624, student performance as rated by peers was as follows:

- 65% Superior;
- 26% Satisfactory;
- 0% Developing; and
- 9% Deficient.

These results are considered acceptable. The one instance of unsatisfactory performance was an isolated incident not requiring changes to the course.

Within MBA 621, student performance as articulated within the diaries and evaluated by the instructor showed that:

- 7 students (24%) demonstrated understanding at level 5 (the highest);
- 8 students (28%) were at level 4;
- 9 students (31%) were at level 3; and
- 5 students (17%) were at level 2.

It was desired that at least 70% of students perform at levels 4 and 5, so these results showed some deficiencies. The instructor concluded that communication and culture differences were a factor in the scores. Some of the students spoke English as a second language and were not very confident in their command of the language to speak out during group meetings. Also some students came from cultures that consider speaking out as showing lack of respect for others. The instructor plans to address these cultural issues during the next iteration of the course during Fall 2009 in an attempt to encourage the international students to be more vocal and to participate more fully in the workgroups.

## 4. UNDERGRADUATE MAJORS

### 4.1 Accounting (ACCT)

#### 4.1.1 Learning Goals & Objectives

Learning objectives for Accounting majors were revised by program faculty most recently in February of 2009 (see Exhibit 5).

##### **Exhibit 5: Accounting Major Learning Objectives, February 2009**

1. Accounting students will be well grounded in fundamental accounting knowledge relating to financial statement preparation and analysis, management decision making, internal controls and business processes, and tax accounting.
2. Students will be able to demonstrate competency in current technology.
3. Students will be able to demonstrate competency in ethical decision making.
4. Students will be able to work well in a team and possess good communication skills.
5. Students will understand how to use time value of money concepts to help analyze business problems.
6. Students will understand the key similarities and differences between U.S. GAAP and International Financial Reporting Standards (IFRS).

#### 4.1.2 Measurements and Processes

Accounting faculty have developed the following plan for assessing learning objectives:

- Goal 1: Assess using the final exams in ACCT 301,302,311,313,404,415.
- Goal 2: Assess Access, Integrated accounting software knowledge, and Excel using projects in ACCT 313. Access ACL knowledge in ACCT 415.
- Goal 3: Assess using cases in ACCT 301,302, and 311.
- Goal 4: Assess in the core.
- Goal 5: Assess using the final exams in ACCT 301.
- Goal 6: Assess using final exam questions in ACCT 301 and 302.

Specifically, an Access project and a Great Plains project are the methods used to assess learning goal 2 and student performance is determined using a rubric to assign points. For learning goal 5, four multiple choice problems on the ACCT 301 final are used and the percentage of problems students answered correctly will be recorded. In each case, students are classified into performance levels using the following scale:

- Superior = 85-100
- Satisfactory = 70-84
- Developing = 55-69
- Deficient = below 55

All materials related to these measures may be found on the Blackboard site in the Accounting folder.

#### 4.1.3 Results and Future Directions

During Fall 2008 and Spring 2009, learning goal 2 (using technology, specifically Access 2007) was assessed within ACCT 313 using a project that required students to create the structure for a data base and to design forms, queries, and reports. Students performed as follows:

	Fall 2008	Spring 2009
Superior	93%	70%
Satisfactory	4%	15%
Developing	0%	0%
Deficient	4%	15%

Accounting faculty discussed results and considered them acceptable. The small number of students classified as deficient either did not submit a project or submitted only partially completed projects in which the

most difficult aspects were omitted. They also missed class on critical days. All other students performed very well. No instructional changes were deemed necessary.

During Fall 2008 when the same goal was assessed using a Great Plains project rather than Access, results were also very good, with students classified as:

- 68% Superior;
- 21% Satisfactory;
- 7% Developing; and
- 4% Deficient.

Faculty noted the following: "The Fall 2008 course included an unusually high number of non-accounting majors. Student difficulties were noted in the following areas: reviewing account distributions, adjusting journal entries, entering specific dates, or failing to adjust the perpetual inventory to the physical count. Printing the special report listings proved troublesome due to an error in the book. Instructions were provided once the issue surfaced. Students who failed to submit the reports just didn't bother to print them. In the future when a class contains so many non-accounting majors, additional review of content taught in BUS-201, particularly adjusting entries will be provided in class. Due to the extensive steps to be completed, it is easy to omit a crucial process. Note: Key figures per report are provided to the students. Students will be reminded to review their output and seek help before work is submitted." The project will be reevaluated in Spring 2009 to assess the results of these changes.

When the Great Plains project was assigned in Spring 2009, students did not perform as well, with:

- 62% Superior;
- 0% Satisfactory;
- 15% Developing; and
- 23% Deficient.

Instructors reported a large number of technical problems with the software during the semester, from incorrect or incomplete installations in some computer labs to insufficient power to run the software efficiently on others. These issues have recently arisen with a new version of the software. Student frustration was high, and many could not print their reports to submit. Many did not submit complete or final projects, resulting in a high number of deficient submissions.

Faculty report: "As a result of the technical issues that surfaced the decision has been made to switch to Peachtree for Fall 2009. Running it requires less RAM and processor speed. The culminating practice set will be the same, just use different software. Reassessment will take place Fall of 2009."

During Fall 2008, student progress on learning goal 5 (time value of money) was also measured. student performance was classified as follows:

- 31% Superior;
- 15% Satisfactory;
- 0% Developing; and
- 54% Deficient.

These results are not considered acceptable. Faculty have not yet determined how to address these findings but plan to devise a plan of action in Fall 2009.

## 4.2 Business Administration (BA)

### 4.2.1 Learning Goals & Objectives

After three years of extensive review, the Business Administration (BA) major has undergone significant changes in 2009. Prior to the revisions, each student was required to take two courses in each of three discipline areas (e.g. Marketing, Management, Accounting, etc.). Other than the common business core, there were no required courses in the Business Administration major; thus it was impossible to define student outcomes for the major.

In addition to the inability to assess student outcomes, other major issues with the major included: low number of credit hours compared to other majors; insufficient depth in any discipline area; difficulty in students procuring internships because of lack of expertise; students choosing disciplines that had little coherence and/or which had little or no relationship with their career plans.

Changes to the BA major were approved by the COB faculty by a vote of 30-1-6 on January 9, 2009 and were subsequently passed by the university Curriculum Committee. The revised major, which will take effect for

new students in Fall 2009, requires students to choose three courses from each three areas: Managing the Enterprise (choose three courses from either Marketing or Management), Financial Services (choose three courses from either Accounting, Finance or Insurance & Risk Management), and Systems and Operations (choose three courses from either Information Design & End User Computing, Management Information Systems, or Operations Management & Analysis). In addition to ensuring a broad exposure to business topics and increasing required credit hours from 18 to 27 beyond the common business core, the new major will also require students to submit a curriculum and career plan (CCP). This plan outlines which courses the student plans to take and how they plan to use that knowledge in their future careers, and must be approved before the student is admitted to junior standing.

This CCP is how the learning goals for the Business Administration major will be defined in the future. Each student's curriculum career plan will be unique and the students themselves will define their own learning goals for the major.

#### ***4.2.2 Measurements and Processes***

In BUS 401, which is the required capstone course in business strategy, students are required to submit a reflection paper in which they discuss what they learned in the course and throughout their time in the COB. The instructors of the course have agreed to direct Business Administration majors to specifically address the learning goals they articulated in their CCP. Thus, each student's achievement of learning outcomes can be evaluated individually. This process will begin when the first new BA majors become seniors, which will be in 2013 for incoming freshmen and possibly as early as 2010 or 2011 for transfer students matriculating in Fall 2009.

Another method by which learning will be evaluated for BA majors will be to evaluate their performance on the COB Exit Exam, which is given to all seniors in BUS 401. Business Administration majors will be asked to specify their three emphasis areas and their performance on those sections of the exit exam will be compared to students who are not taking any course work in those areas beyond the business core. Ideally, BA majors with an emphasis in, say marketing, should perform better on the marketing portion of the exit exam than those not taking any advanced marketing course work. These quantitative results will also be used to assess major learning goals for Business Administration.

#### ***4.2.3 Results and Future Directions***

There are no results to report at this time.

### **4.3 Business Education (BEd)**

#### ***4.3.1 Learning Goals & Objectives***

Major requirements for Business Education majors include business courses as well as education courses and student teaching. The BEd program uses teacher standards to define learning goals for its majors, as indicated in Exhibit 6 below.

**Exhibit 6: Business Education Major Learning Objectives  
(Standards for the Teacher of Business, Licensing Rules 2002)**

- Standard #1: The teacher of business understands the central concepts, tools of inquiry, and structures of business and information technology and can create learning experiences that make these aspects of subject matter meaningful for students.
- Standard #2: The teacher of business understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Standard #3: The teacher of business understands that students have multiple intelligences and different learning styles and creates instructional opportunities that are adapted to diverse learners.
- Standard #4: The teacher of business understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Standard #5: The teacher of business understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Standard #6: The teacher of business uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.
- Standard #7: The teacher of business plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Standard #8: The teacher of business understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
- Standard #9: The teacher of business is a reflective practitioner who seeks opportunities for professional development.
- Standard #10: The teacher of business fosters relationships with parents, business/industry, community, and school to support students' learning and well being.

#### **4.3.2 Measurements and Processes**

Standard #1 is addressed within COB core courses and required BEIT major courses. All other standards are addressed within BEIT 492: Methodology of Teaching Business Subjects; BEIT 402: Teaching an Integrated Unit (Unit Report from Student Teaching); and College of Education Requirements including specified Educational Psychology, Special Education, and Curriculum, Instruction and Media Technology courses. The BEd assessment plan calls for these learning outcomes to be measured using the Praxis II exam and student teaching evaluations.

#### **4.3.3 Results and Future Directions**

In the Spring of 2009, the student performance evaluations of 13 BEd majors were reviewed and each student's performance on the 10 standards was classified into one of four levels. Results indicate that for all standards:

- 69% of students were classified as Superior;
- 23% were classified as Satisfactory;
- 0% were classified as Developing; and
- 8% were classified as Deficient.

The one student whose performance was deficient was considered a special case, and the remainder of the students performed at the desired levels; therefore, these results were considered acceptable.

All materials related to these measures may be found on the Blackboard site in the Business Education folder.

## 4.4 Finance (FIN)

### 4.4.1 Learning Goals & Objectives

Learning goals for Finance majors were initially established in February 2008. The goals, revised in June 2009, are shown in the following exhibit.

<b>Exhibit 7: Finance Major Learning Objectives, June 2009</b>	
1.	Understand the basic investment principles and know how to access and analyze financial data for investment purposes
2.	Know how to construct, manage and evaluate investment portfolios.
3.	Know how to use financial derivatives to hedge against investment's risks in local and international markets.
4.	Understand the operations of financial markets and financial institutions highlighting current issues and regulatory aspects.
5.	Understand the role of Federal Reserve System (FRS) in conducting the monetary policy, the tools employed by the Fed to achieve its goals.
6.	Know the different financial instruments that are traded in the financial markets and how to determine the rates of return and the prices of these instruments. Know the factors that affect interest rates.
7.	Identify financial problems and select the appropriate financial models for the exploration and the solution of the problems.
8.	Apply economic analysis, forecasting, and other financial techniques in financial planning and analysis.
9.	Evaluate and analyze the working capital and capital budgeting policies of an organization.

### 4.4.2 Measurements and Processes

Finance faculty decided upon the following methods for assessing each learning goal. Learning outcomes 1 and 2 will be assessed using an internet investment project in FIN 434. Specifically, the project requires students to specify their investment objectives and risk attitudes, study financial and economic conditions, construct portfolios, and evaluate performance in light of the objectives. Projects are evaluated based on a rubric.

Learning outcome will be 3 assessed using a project in FIN 435 in which students take part in a portfolio management exercise in which a major component is the risk management process. Students are expected to demonstrate how to use derivatives to hedge their portfolio. A rubric is used to evaluate performance.

Learning objectives 4, 5 and 6 will be assessed using class project and exams in FIN 440. Specifically, the project requires students to familiarize themselves with financial statements, compute various ratios to analyze performance, and present findings. Instructors use a rubric to evaluate projects and students will be classified according to the following point values:

- 92-100% -- Superior;
- 90-91% -- Satisfactory;
- 86-89% -- Developing; and
- 0-85% -- Deficient.

In addition, 15 exam questions are used to measure student performance for these learning goals (6 questions for LO4, 4 questions for LO5 and 5 questions for LO6). Student performance is classified as follows:

- 80-100% -- Superior;
- 60-79% -- Satisfactory;
- 50-60% -- Developing; and
- 0-49% -- Deficient.

Learning outcomes 7, 8 and 9 will be assessed using a case study in FIN 471. All materials related to these measures may be found on the Blackboard site in the Finance folder.

### 4.4.3 Results and Future Directions

For learning goals 1 and 2 (investment principles and portfolio construction), data was gathered for the FIN 434 during the fall semester of 2008. Results indicate that out of 14 students, 7 demonstrated Superior performance and 7 were evaluated as Satisfactory. These results were considered acceptable and no curricular changes were planned.

For learning goal 3 (hedging against risks), data was gathered for the FIN 435 project during Spring 2009. Results indicate that out of 13 students evaluated:

- 62% were Superior;
- 8% were Satisfactory;
- 23% were Developing; and
- 8% were Deficient.

No changes in curriculum or instruction are planned as a result of these findings.

Results for learning objectives 4, 5, and 6 (financial markets, FRS, and financial instruments) were obtained during both the Fall 2008 and Spring 2009 semesters within FIN 440. Results are shown in the following table.

	Project, LO 4-6		Exam Qs, LO4		Exam Qs, LO5		Exam Qs, LO6		Overall (Proj, Exam)	
	Fall08	Sprg09	Fall08	Sprg09	Fall08	Sprg09	Fall08	Sprg09	Fall08	Sprg09
Superior	11%	60%	11%	100%	56%	90%	44%	90%	28%	75%
Satisfactory	67%	40%	56%	0%	33%	0%	22%	0%	42%	25%
Developing	22%	0%	33%	0%	11%	10%	33%	10%	22%	0%
Deficient	0%	0%	0%	0%	0%	0%	0%	0%	8%	0%

The instructor felt that the difference in performance from Fall to Spring should be attributed to a weak group of students in the Fall who did not appear to be as motivated as the students in the Spring. The results from Spring were considered acceptable and no curricular changes were deemed warranted at this time; however, student progress will be assessed again in Spring 2010 to ensure that performance remains high.

## 4.5 Financial Services (FS)

### 4.5.1 Learning Goals & Objectives

The Financial Services major is an interdisciplinary major consisting of coursework in Accounting, Finance, and Insurance and Risk Management. Learning objectives for this major were established in April 2008 and are shown in the exhibit below.

### **Exhibit 8: Financial Services Major Learning Objectives, April 2008**

1. Understand the operations of financial institutions and the services they provide.
2. Know how to read and analyze the financial statements of financial services institutions.
3. Be able to describe the risk management process.
4. Understand and be able to explain how financial institutions manage risks inherent in the institutions' capital structure.
5. Understand the scope of Investment Management - how to manage money to derive the maximum benefit from what is earned.
6. Understand the skills needed to analyze investments, and be able to construct and manage investments portfolios.
7. Develop mathematical computation skills and learn about the investment alternatives available.
8. Be knowledgeable concerning insurance and hazard risk management terminology.
9. Be able to describe the types of insurance contracts used to insure personal property, liability, life, and health insurance loss exposures.
10. Be competent in ethical decision making.
11. Be able to explain and defend the ethical framework in which they make business decisions.
12. Be able to identify parties affected by a business decision, identify how a decision may affect each stakeholder, and arrive at a decision that is (ideally) mutually beneficial or one that minimizes harm to any one party.
13. Understand the analysis, operations of financial markets and financial institutions highlighting current issues and regulatory aspects.
14. Be able to describe the role of Federal Reserve System (FRS) in conducting the nation's monetary policy, the tools employed by Fed to achieve its goals.
15. Know the different financial instruments that are traded in the financial markets and know how to determine the rates of return and the prices of these instruments. Know the factors that affect interest rates.

#### **4.5.2 *Measurements and Processes***

Financial Services faculty have designated the following assessments to measure student learning:

- Learning goals 1-3 will be assessed in FIN 320 using exams (LG1,3), research projects (LG3), and financial statement analysis (LG2).
- Learning goals 4-6 will be measured in FIN 333 using exams (LG4,5), portfolio management projects (LG6), and financial statement analysis (LG4).
- Learning goals 7-9 will be assessed within INS 340 using exams, portfolio management projects (LG7), and research projects (LG9).
- Learning goals 10-12 will be measured in MGT 370 using exams (LG11,12) and a written case study.
- Learning goals 13-15 will be assessed within FIN 440 using exams.

#### **4.5.3 *Results and Future Directions***

Since the learning goals for the Financial Services major overlap with those of the Finance major (LG 13-15 are identical to LG 4-6 for the Finance major), results for LG 13-15 are as shown above in the Finance major section, learning goals 4-6. Similarly, learning goals 8 and 9 are similar to learning goals 6 and 7 for the Insurance and Risk Management (IRM) major; therefore, results for LG 7 can be seen below in the IRM results section.

## 4.6 Information Design & End User Computing (IDEC)

### 4.6.1 Learning Goals & Objectives

The learning goals for the IDEC major are shown in the following exhibit:

**Exhibit 9: Information Design & End User Computing Major Learning Objectives**

1. Analyze organizational information flow
2. Analyze and identify end-user information needs and priorities by job role
3. Conduct end-user task and workflow analyses
4. Support end-user tasks
5. Design usable information (internal/external documents and websites) – content, structure, layout, and interface
6. Perform content analysis and develop usable content (subjects/topics)
7. Develop and maintain user/technical/training content for delivery in multiple media
8. Create logical and physical database models
9. Query database and create reports
10. Define organizational information model; organize and plan organizational information resources
11. Evaluate and implement organizational information resources management and delivery systems
12. Manage system implementation projects

### 4.6.2 Measurements and Processes

The following table indicates the assessment measures planned for evaluating learning goals 1-12 for the IDEC major:

	<b>BEIT 307</b>	<b>BEIT 317</b>	<b>BEIT 320</b>	<b>BEIT 337</b>
1	ERP Concepts, SAP R/3 Assignments	Web Design Project		Web Redesign Project
2	ERP Concepts, SAP R/3 Assignments	Voice Recognition Project Advanced Word using Work Groups Project Desk Top Publishing Project and Dreamweaver Project	Excel Project, Access Project, test scores, homework	Web Redesign Project
3	ERP Concepts, SAP R/3 Assignments		Excel Project, Access Project, test scores, homework	Web Redesign Project
4	ERP Concepts, SAP R/3 Assignments	Voice Recognition Project Advanced Word using Work Groups Project Desk Top Publishing Project and Dreamweaver Project		Web Redesign Project; SAP Logistics/Customer Service Project
5	Access Assignments; SAP Business Intelligence Project	Voice Recognition Project Advanced Word using Work Groups Project Desk Top Publishing Project and Dreamweaver Project	Excel Project, Access Project, test scores, homework	Web Redesign Project, SAP Web Portal Assignments
6	SAP Business Intelligence Project	Publisher Project, Dreamweaver Project	Excel Project, Access Project, test scores, homework	Web Redesign Project; SAP Logistics/Customer Service Project; SAP Web Portal Assignments
7		Desktop Publishing Project		XML Projects; SAP Logistics/Customer Service Project
8	Access Assignments		Excel Project, Access Project, test scores, homework	
9	Access Assignments; SAP Business Intelligence Project		Excel Project, Access Project, test scores, homework	
10	ERP Concepts, SAP R/3 Assignments	Publisher Project, Dreamweaver Project		Web Redesign Project, XML Projects, SAP Web Portal Assignments
11	ERP Concepts, SAP R/3 Assignments; SAP Business Intelligence Project	Publisher Project, Dreamweaver Project		Web Redesign Project, XML Projects, SAP Web Portal Assignments
12	ERP Concepts, SAP R/3 Assignments; SAP Business Intelligence Project	Publisher Project, Dreamweaver Project		Web Redesign Project, XML Projects, SAP Web Portal Assignments

#### **4.6.3 Results and Future Directions**

No results are available at this time.

At present, the IDEC major has low enrollment and is being reviewed. It is not known what direction this major may take in the future.

### **4.7 Insurance and Risk Management (IRM)**

#### **4.7.1 Learning Goals & Objectives**

Learning goals for IRM majors were developed in April 2008 and are shown in the following table:

#### **Exhibit 10: Insurance & Risk Management Major Learning Objectives, April 2008**

1. Be able to identify insurable loss exposures and explain risk classification.
2. Describe the organization of the insurance industry and regulation of insurance practices.
3. Identify the major types of life insurance contracts and unique contract provisions.
4. Compare and contrast the cost and benefits of risk control versus risk financing approaches for a given risk exposure.
5. Be able to describe coverage provided under employer-sponsored healthcare benefit programs.
6. Understand and be able to properly use insurance terminology.
7. Demonstrate knowledge of insurance fundamentals.
8. Be able to describe and distinguish among insurance company and agency operations.
9. Prepare for career positions in insurance, risk management, or related financial services.
10. Know the requirements of professionalism.

#### **4.7.2 Measurements and Processes**

The assessment plan calls for a combination of course embedded assessments, internship supervisor evaluations and exit interviews to assess student progress toward the learning goals. In Spring 2009, learning goals 7 (fundamentals) and 9 (preparation for career positions) were evaluated within INS 340: Introduction to Risk and Insurance. For learning goal 7, student knowledge of homeowners and life insurance policies and practices were evaluated with essay exam questions, while for learning goal 9, students submitted a written report and oral presentation of the results of their research into career positions.

For learning goal 7, students were given essay questions and asked to calculate homeowner's coverage for various scenarios. Students were evaluated as Superior (answering all questions correctly), Satisfactory (answering half or more questions correctly), Developing (answering less than half of questions correctly) and Deficient (answering none of the questions correctly).

For learning goal 9, student performance for the written and oral reports was classified as follows:

- Superior: earned at least 90% of possible points;
- Satisfactory: earned 70-89% of possible points;
- Developing: earned 1-70% of possible points;
- Deficient: earned 0% of possible points.

All materials related to these measures may be found on the Blackboard site in the IRM folder.

#### **4.7.3 Results and Future Directions**

For learning goal 7, when considering performance over multiple exam questions, it is estimated that:

- 33% of students performed at the Superior level;
- 30% of students performed at the Satisfactory level;
- 20% of students performed at the Developing level; and
- 17% of students performed at the Deficient level.

There were some issues with the way the data was reported for this learning goal and only aggregated data rather than individual student performance were provided for each question. Therefore, these results only estimate overall student performance over several questions. In the future, raw data will be gathered so that accurate statistics can be compiled.

For learning goal 9, results indicate:

- 58% performed at the Superior level;
- 31% performed at the Satisfactory level; and
- 14% performed at Developing or Deficient levels.

These results were considered acceptable and no curricular changes are planned.

## 4.8 Management (MGT)

### 4.8.1 Learning Goals & Objectives

The learning objectives specific to the Management major were established by Management faculty in February 2008. The objectives are:

#### Exhibit 11: Management Major Learning Objectives, February 2008

1. Students will have an advanced understanding of the concepts and vocabulary related to the traditional functions of management (planning, organizing, leading and controlling or PLOC).
2. Students will have the skills to plan, organize, lead, and control a business activity in a simulated setting.
3. Students will have an understanding of the context (environmental factors, ethical issues, global business, etc.) in which managers plan, organize, lead and control.

### 4.8.2 Measurements and Processes

The learning goals map to each of the management core courses as follows:

Course	Goal 1	Goal 2	Goal 3
343	X	X	X
356	X	I (instructor-based)	X
370	X		X
440	X		X
371	X	I	X
401	X	I	

With regard to the assessment methods, two options have been discussed: asking the students to take the Field Exam or using a simulation on sample basis. No methods have yet been implemented.

### 4.8.3 Results and Future Directions

No results are available at this time.

## 4.9 Management Information Systems (MIS)

### 4.9.1 Learning Goals & Objectives

The learning goals for MIS majors were established by MIS program faculty in April 2008. They are:

#### Exhibit 12: MIS Major Learning Objectives, April 2008

1. Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.
2. Analytical: Ability to identify organizational problems and locate their root causes. This includes problem framing and boundary issues as well as logical cause and effect.
3. Communicative: Ability to communicate verbally and in writing cogently and succinctly. This includes the ability to frame a problem in business terms and to structure communications in acceptable business format.
4. Managerial: Ability to coordinate and direct the efforts of others toward an organizational goal. This includes the ability to identify, state and execute goal directed plans.

#### 4.9.2 *Measurements and Processes*

Thus far, both Analytical and Technical competence for MIS majors have been evaluated within MIS 420: Database Management during Spring of 2009. Within this course, each student was required to create and document a solution to a business data management problem using Microsoft Access. The project involved correct application of the relational data model and thorough understanding of data flows in the underlying business processes.

Students were classified into one of four performance levels: Solution Implementer (the highest) to User (the lowest) as shown in the following table.

	<b>Analytical Competence</b>	<b>Technical Competence</b>
Solution Implementer	Student has demonstrated thorough understanding of the underlying business problem, and has documented data flows appropriately. Finished project precisely reflects business processes and data flows identified in the analysis process.	Implementation of the data model identified in the analysis process is totally correct. Finished application is fully functional and fully documented.
Problem Solver	Student demonstrated good understanding of the underlying business problem. Finished project substantially reflects data flows in the processes being modeled.	Implementation of the data model identified in the analysis process is substantially correct. Finished application is fully functional and well documented.
Problem Identifier	Student demonstrates basic understanding of the underlying business problem. Finished project reflects most of the data flows in the process being modeled.	Understanding of the data model identified in the analysis process is evident but not sufficiently implemented. Finished application is substantially functional and documented.
User	Student demonstrates limited understanding of the underlying business problem. Finished project represents data flows of the business processes being modeled in a very limited way.	Finished application is less than fully functional, or is substantially deficient in reflecting data flows identified in the analysis. Documentation substantially deficient or missing.

#### 4.9.3 *Results and Future Directions*

For learning goal 2 (analytical competence), students were classified as follows:

- 13% Solution Implementers;
- 50% Problem Solvers;
- 25% Problem Identifiers; and
- 13% Users.

For Learning goal 4 (technological competence), results indicate that:

- 25% were classified as Solution Implementers;
- 38% were Problem Solvers;
- 25% were Problem Identifiers; and
- 13% were Users.

Technical competence was judged to be at acceptable levels. Students employed skills attained in MIS 376, as well as advanced skills learned in the course of MIS 420. However, analytical skills did not meet acceptable levels. The instructor plans to use additional exercises early in the semester to reinforce skills from MIS 300 in order to improve upon analytical competence and will reassess this learning goal in Spring 2011.

All materials related to these learning goals may be found on the Blackboard site in the MIS folder.

### 4.10 **Marketing (MKTG)**

#### 4.10.1 *Learning Goals & Objectives*

The learning objectives specific to the Marketing major were established by Marketing faculty in February 2008. The objectives are:

**Exhibit 13: Marketing Major Learning Objectives, February 2008**

1. Integration of marketing concepts with company strategy and other business functions.
2. Knowledge/understanding of price, product, place and promotion.
3. Analysis and integration of price, product, place and promotion.

**4.10.2 Measurements and Processes**

The marketing learning goals appear in the marketing curriculum as shown in the following table:

Course	Goal 1	Goal 2	Goal 3
MKTG 332—Buyer Behavior			X
MKTG 333—Product and Pricing	X	X	X
MKTG 334—Promotion		X	X
MKTG 338—Research			X
MKTG 353—Channels of Distribution		X	
MKTG 448—Marketing Strategy	X		X

Measurement of learning goals will occur in MKTG 448 with the ETS Major Field Test or a similar comprehensive test and the use of Capsim Simulation or a similar simulation. Students will be evaluated using percentiles to show their performance relative to national figures.

**4.10.3 Results and Future Directions**

General results from the Spring 2009 MKTG 448 class are available (see Blackboard). Students scored in the 58<sup>th</sup> percentile on the marketing portion of the MFT. However, in order to assess particular learning goals, a more detailed analysis of student performance is required and is not yet available. Marketing faculty are attempting to raise funds to purchase the breakdown of data from ETS.

**4.11 Operations Management & Analysis (OMA)**

**4.11.1 Learning Goals & Objectives**

The learning objectives specific to the Operations Management & Analysis (OMA) major were established by OMA faculty in October 2007 and have been revised, most recently in April 2008. The objectives are:

**Exhibit 14: Operations Management & Analysis Major Learning Objectives, April 2008**

1. A solid understanding of statistical analysis and its use in decision making
2. A fundamental ability to solve problems using analytical tools, and to communicate those solutions to the decision maker
3. A fundamental knowledge of issues facing companies from the operations viewpoint, such as
  - a. Inventory analysis and planning (e.g., MPS and MRP)
  - b. Capacity analysis and planning
  - c. Production activity control (PAC) concepts
  - d. Supply chain management
  - e. Global operations management
4. A familiarity with SAP and how enterprise resource solutions aid in the efficiency of operations, logistics, and supply chain management
5. Hands-on experience at examining and describing the operational function of a company (either manufacturing or service)
6. A fundamental understanding of how different business functional areas interact with the operations function, and how the integration of all functions across a business leads to efficiency improvements.

#### 4.11.2 Measurements and Processes

The methods used to assess each of the above learning goals are shown in the following table.

**Table XX: Methods of Assessment of OMA Program Learning Goals**

Learning Objective	Method of assessment
1. A solid understanding of statistical analysis and its use in decision making	Assess using the OMA 405 final exam, fall semesters
2. A fundamental ability to solve problems using analytical tools, and to communicate those solutions to the decision maker	Assess using projects in OMA 435, spring semesters
3. A fundamental knowledge of issues facing companies from the operations viewpoint, such as <ol style="list-style-type: none"> <li>a. Inventory analysis and planning (e.g., MPS and MRP)</li> <li>b. Capacity analysis and planning</li> <li>c. Production activity control (PAC) concepts</li> <li>d. Supply chain management</li> <li>e. Global operations management</li> </ol>	Using selected exam questions, assess a, b, and c in OMA 445 (fall semesters) and d and e in OMA 490 (spring semesters)
4. A familiarity with SAP and how enterprise resource solutions aid in the efficiency of operations, logistics, and supply chain management	Use selected exam questions in OMA 445 (fall semesters)
5. Hands-on experience at examining and describing the operational function of a company (either manufacturing or service)	Assess using projects in OMA 445, fall semester. Students may have had a similar experience in BUS 351.
6. A fundamental understanding of how different business functional areas interact with the operations function, and how the integration of all functions across a business leads to efficiency improvements.	Assess using case analyses in OMA 490 (spring semesters)

Learning Goal 1: During the fall semester of 2007, six final exam questions from the OMA 405: Business Statistics III final exam were used to measure student achievement for learning goal 1 (statistical analysis). Topics covered in written problems included development of appropriate statements of hypotheses, analysis of output (ANOVA, regression (including dummy variables), various statistical tests on one and two samples), and determination and communication of appropriate conclusions. The multiple choice questions provided scenarios and asked the students to determine the appropriate statistical test or procedure to apply.

On each written problem, student responses were categorized as excellent, acceptable or unacceptable and the number of multiple choice questions (out of 10) was also recorded. Student performance was then categorized as follows:

- Superior: At least four written problems rated as excellent and no questions rated as unacceptable AND at least 8/10 correct on multiple choice questions;
- Satisfactory: No more than one written problem rated as unacceptable AND at least 6/10 correct on multiple choice questions;
- Developing: No more than three problems rated as unacceptable AND at least 4/10 correct on multiple choice; and
- Deficient: four or more problems rated as unacceptable and/or less than 4/10 correct on multiple choice.

Learning Goal 2: During the spring semester of 2008, a case study assigned in OMA 435: Decision Modeling was used to measure student achievement in problem solving. Both subparts of the learning goal were assessed; they are: to solve problems using analytical methods and to effectively communicate results. The case involved developing a spreadsheet model to find the optimal solution to a linear program and then writing a professional report to explain their model and findings. All majors and minors were expected to perform at the superior or satisfactory levels. Student submissions were evaluated by two faculty members who discussed any discrepancies in evaluation until a performance level was agreed upon.

Learning Goal 4: During the Fall of 2008, hands-on SAP exercises and related questions on the take-home final for OMA 445: Advanced Operations Management were used to evaluate student performance on learning

goal 4 (SAP). Students were classified into the four performance levels based on percentage of questions correct as follows:

- Superior: 85% or more correct;
  - Satisfactory: 70-85% correct;
  - Developing: 60-69% correct; and
  - Deficient: complete less than 60% correct or not able to complete 50% or more.
- All majors and minors were expected to perform at either the superior or satisfactory level.

### 4.11.3 Results and Future Directions

Learning Goal 1 (statistical analysis): Results indicate that, of the five majors and minors:

- 3 (60%) performed at a Superior level and
- 2 (40%) performed at a Satisfactory level.
- One student who was neither a major or minor performed at the Developing level.

These results were considered acceptable and no corrective action was deemed necessary.

Learning Goal 2 (problem solving): Based on 9 enrolled majors and minors, results were as follows:

	Model Correct	Communication of Results
SU%	78%	22%
SA%	22%	44%
DV%	0%	33%

Students did a very good job creating a correct model and the benchmarks for these parts of the assessment were met. However, when students attempted to communicate the results of the model, results were somewhat less stellar, with 33% of students at the developing level. Many of the issues with the reports centered around: not providing a summary of results, presenting information in difficult to read ways, and omitting key information. It should be noted that of these four "DV" students, two were not OMA majors.

The instructor feels that more emphasis on professional writing is warranted within the course and will implement at least one other writing assignment similar to this case and give students feedback. Students will have a chance to re-write these assignments to produce their best report. This writing assignment will be done prior to this case being assigned. In addition, an emphasis will be placed on ways to summarize information clearly in a report, for example, using tables and figures. These changes will be implemented in Spring 2010.

Learning Goal 4 (SAP): Results were as follows:

- 29% Superior;
- 43% Satisfactory;
- 14% Developing;
- 14% Deficient.

Since only about 71% of students performed at the Superior or Satisfactory level, these results were not considered acceptable. The instructor felt that some students ran out of time at the end of the semester and didn't fully complete the assignment; thus it is hard to claim that these results accurately measure SAP skills. The learning goal will be reevaluated in fall 2009 when the instructor will assign the exercises earlier in the semester.

All materials related to these three learning goals may be found on the Blackboard site in the OMA folder.

## 5. SUMMARY AND CONCLUSIONS

### 5.1 Significant Achievements & Curricular Innovations

As a result of the Assurance of Learning processes and activities described in this document, some significant curricular changes have occurred within the undergraduate core curriculum. Some of the highlights include:

- First year curriculum revisions, including the development of BUS 100, which now significantly address six of seven of the College's learning goals.
- The instructional changes to the statistics courses, BUS 205 and BUS 305, and the introductory Operations Course, BUS 351, which include: (1) increased emphasis on interpretation rather than calculation of statistics, and (2) more opportunities for students to gain hands-on experience in class on problem solving exercises. These changes have led to measured increases in student performance on analytical thinking exercises.
- A commitment to improving student writing across the curriculum, including the intent of many faculty to begin emphasizing writing in non-writing courses, the development of a style guide that several faculty will be using, and the use of email guidelines for students to encourage good informal writing.
- The development of BUS 180, which now emphasizes Excel and Access skills and has resulted in high levels of student skills in these areas upon completion of the course. Also, the increased emphasis in BUS 205 and BUS 305 on the use of Excel for statistical applications has resulted in higher student performance in that area.
- The development of a college-wide professional development program for the undergraduate core. This program, now being piloted, is designed to address deficiencies in professional skills of our students.
- A commitment to improving student proficiency in Excel and Access, including the intent of faculty to use these tools in upper-level classes to develop and reinforce what was learned early in the curriculum. To help facilitate the achievement of this goal, seminars will be held for faculty to learn how to incorporate these tools effectively and cases and data sets for this purpose will be shared among faculty and by members of the Young Professionals Board.
- The expanded role of the Ethics Conference and Ethics Week in the curriculum. In Spring 2009, 300 business students participated in an average of more than three Ethics Conference sessions each. In addition, at least 12 faculty incorporated ethics activities into their courses or required students to attend the conference and complete a related assignment.

Within the MBA curriculum, one major achievement is the addition of graduation requirements to ensure that students have reached acceptable levels of proficiency in the learning objectives. These include minimum performance levels on the Major Fields Test and the comprehensive case to be administered in the student's last semester. Another strength of the MBA program is the strong student performance on the problem solving assessments.

### 5.2 Challenges

Though the Assurance of Learning process has led to significant improvements in the undergraduate curriculum, there are also some challenges that the College is facing. For example,

- Student performance in accounting, both within the two core accounting courses (BUS 201 and 202) and on the Exit Exam, has not been at desired levels. Accounting has always proven to be a difficult subject for students, with high failure rates both within our College and at other institutions across the country. Our accounting faculty are committed to addressing this issue and are attempting to develop plans to address the poor student performance that has been observed.
- The need to incorporate more ethics content into the undergraduate core curriculum has been identified. Faculty are currently exploring ways to accomplish this goal effectively. Some faculty have agreed to incorporate ethics exercises into their core courses, and Dr. Wilhelm's instructional materials may facilitate this process. Though the inclusion of a required ethics course is a simple solution, the feasibility of this option is less certain.

- The need to add more content surrounding global awareness has also been identified. Again, faculty are seeking ways to accomplish this task effectively. One idea is to require a particular Foundational Studies course in Global Perspectives that has been designed to meet the needs of business students, for example, the course in the history of globalization that has been explored. Another idea is for global content to be added to individual courses within the core.

There are also a number of challenges facing the MBA program at present. For example,

- Faculty have identified the need for more international and global content within the MBA core. Within specific courses, instructors have agreed to add more significant international coverage but discussions must take place as to how to comprehensively address this issue within the program.
- By some measures, student performance with regard to teamwork and group dynamics has not been at desired levels, and some faculty have identified cultural considerations as contributing factors. Graduate faculty must explore how to address this issue within the program.

### 5.3 Future Directions

Several future directions for the undergraduate program have already been discussed, including:

- A comprehensive attempt to develop advanced Excel and Access skills.
- A push to emphasize effective written and verbal communication across the curriculum.
- An increased emphasis on developing and accurately measuring professional skills.
- The modifications of the curriculum to include greater ethics and global content.

In addition, the program is likely to move in the following directions:

- More hands-on exercises with technology and problem solving. This development will be a direct result of the newly instituted laptop initiative, which requires all ISU students to have laptops.
- The inclusion of a business simulation or in-box exercise for assessment purposes. This possibility is currently in the exploratory phase but seems to have support from the faculty.

The graduate faculty has approved the plan to require students to complete a comprehensive case in their last semester of the MBA program. This case will be used to evaluate student performance on all five of the MBA learning goals. Faculty are currently exploring how to implement this requirement. Once the assessment has been administered, it will provide a rich source of data from which to evaluate MBA student achievement of the learning objectives.