

ASSESSMENT REPORT Fall 2016

Business Undergraduate: Common Outcomes
(Instructional Degree Program)

BBA
(Degree Level)

Program Mission

The Department of Business Administration is committed to the success of our students and to the highest observance of our professional accreditation standards. The department's goal is to be the best small business department in the Southwest, preparing students to be confident, competent, ethical and responsible decision makers, managers, leaders and agents of economic and social betterment in today's changing global business environment.

Student Learning Outcome 1:

Business students understand and can perform qualitative business analysis of a company and make appropriate business decisions based on the analysis.

Traits Specifically Linked to Student Learning Outcome 1:

- Mastery of content knowledge and skills
- Critical and reflective thinking skills
- Effective use of technology
- Effective communication skills
- Team work
- Quantitative or qualitative analysis

First Means of Assessment for Outcome 1:

Marketing presentation scores in MKTG 302 Principles of Marketing. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

| MKTG 302 (SLO1 MOA1) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|--|---|--|---|--|
| Fall 2015 | 31 | 26 | 5 | 83.9% |
| Spring 2016 | 14 | 13 | 1 | 92.9% |
| Fall 2016 | 36 | 36 | 0 | 100.0% |

Second Means of Assessment for Outcome 1:

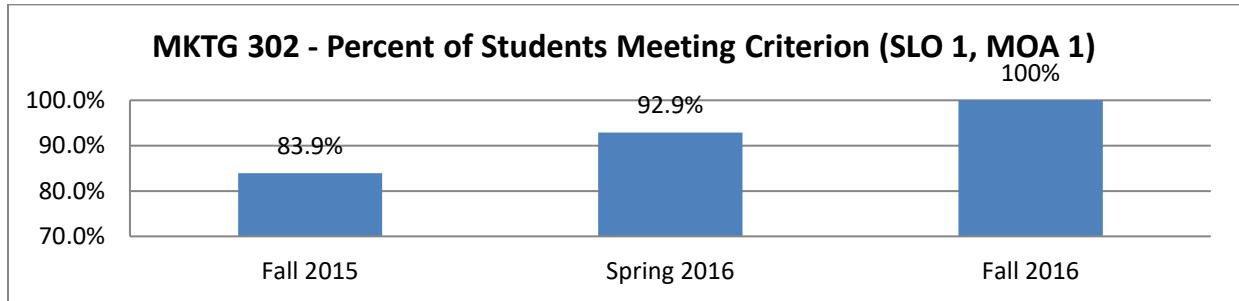
Overall score on the Business Strategy Game in MGMT489 Strategic Management. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

| MGMT 489 (SLO1 MOA2) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|----------------------------------|-----------------------------------|---------------------------------------|--|---------------------------------|
| Fall 2015 | 40 | 32 | 8 | 80.0% |
| Spring 2016 | 47 | 38 | 9 | 80.9% |
| Fall 2016 | 44 | 39 | 5 | 88.6% |

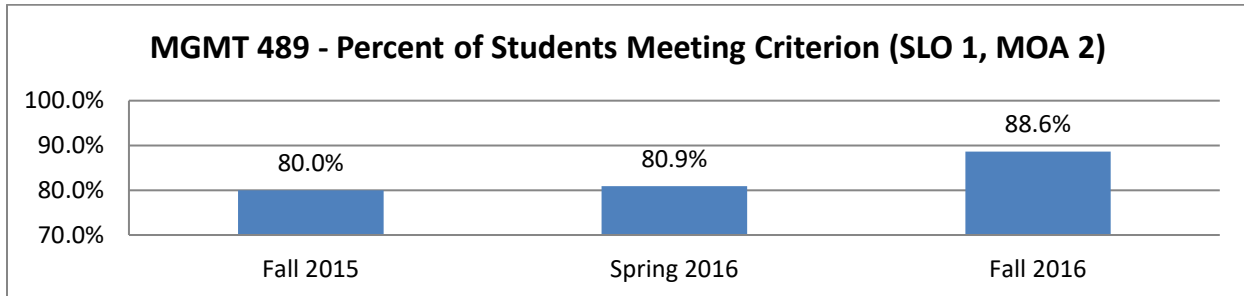
Interpretation of Results for Outcome 1:

Assessment 1



Percent of students meeting criterion increased from 83.9% in fall 2015 to 92.9% in spring 2016 and 100% of students meeting criterion fall 2016. The increase from fall 2015 to spring 2016 was attributed to smaller class size. Faculty felt smaller class size created a better connection with students, and they were able to pay closer attention to students. However, fall 2016’s MKTG 302 enrollment increased and percentage of students meeting criterion was 100%. Since students meeting criterion is at 100% and we strive for continued improvement, faculty will incorporate additional requirements for the business analysis and oral presentation required in the course.

Assessment 2



Percent of students meeting criterion increased from 80% in fall 2015 to 80.9% in spring 2016 and 86.6% fall 2016. MGMT 489 continues to use the business strategy simulation game and students continued to work in teams. The internal help files and video help files with explanations added to the class this semester helped by providing students with guidelines and advice 24/7. The class will continue to include additional internal help and video help files with explanations of how to successfully work the simulation. In addition, faculty will add YouTube video clips by Michael Porter and other strategic management gurus to supplement and aide the students in making better decisions.

Student Learning Outcome 2:

Business students understand and can perform quantitative business analysis of a company and make appropriate business decisions based on the analysis.

Traits Specifically Linked to Student Learning Outcome 2:

- Mastery of content knowledge and skills
- Critical and reflective thinking skills
- Effective use of technology
- Effective communication skills
- Quantitative or qualitative analysis

First Means of Assessment for Outcome 2:

Exam on financial statement preparation in ACCT 287 Principles of Financial Accounting. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

| ACCT 287 (SLO2 MOA1) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|--|---|--|---|--|
| Fall 2015 | 28 | 26 | 2 | 92.9% |
| Spring 2016 | 41 | 38 | 3 | 92.7% |
| Fall 2016 | 29 | 18 | 11 | 62.1% |

Second Means of Assessment for Outcome 2:

Exam on time value of money in FIN 341 Financial Management 1. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

| FIN 341 (SLO2 MOA2) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|---------------------------------------|---|--|---|--|
| Fall 2015 | 28 | 28 | 0 | 100.0% |
| Spring 2016 | 62 | 60 | 2 | 96.8% |
| Summer 2016 | 9 | 8 | 1 | 88.9% |
| Fall 2016 | 19 | 16 | 3 | 84.2% |

Third Means of Assessment for Outcome 2:

Exam on financial ratios and value-line database in FIN 341 Financial Management 1. Criterion measure: 75% of students will score 70% or better = meets the outcome.

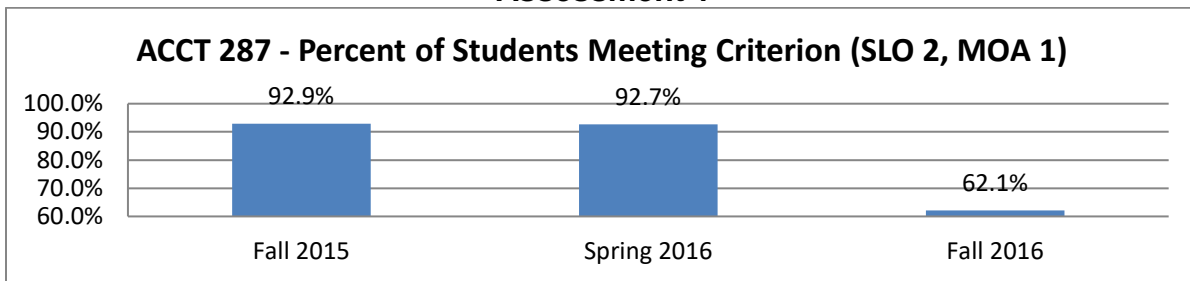
Summary of Data:

| FIN 341 (SLO2 MOA3) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|---------------------------------|-----------------------------------|---------------------------------------|--|---------------------------------|
| Fall 2015 | 28 | 24 | 4 | 85.7% |
| Spring 2016 | 62 | 43 | 19 | 69.4% |
| Summer 2016 | 9 | 7 | 2 | 77.8% |
| Fall 2016 | 19 | 18 | 1 | 94.7% |

Interpretation of Results for Outcome 2:

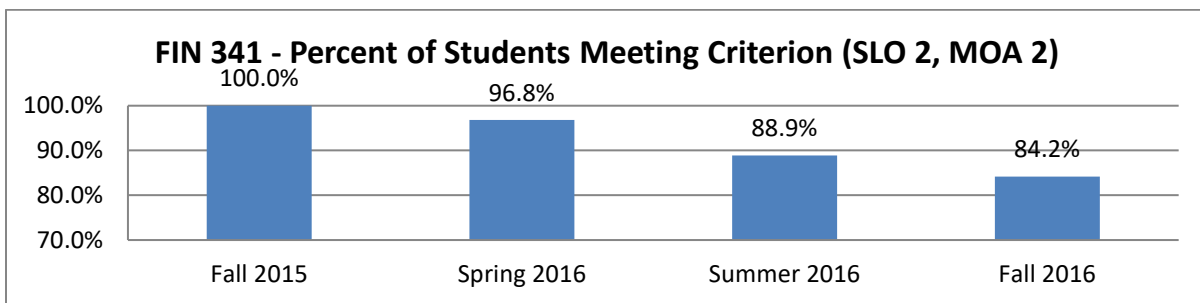
The results are mixed but seem to indicate that students are having difficulty performing quantitative business analysis of a company and making appropriate business decisions based on the analysis.

Assessment 1



Percent of students meeting criterion decreased slightly from 92.9% in fall 2015 to 92.7% in spring 2016 then dramatically to 62.1% of students meeting criterion fall 2016. It is difficult to explain the reason for the drastic decrease. WileyPlus online environment was added to enhance resources available to students and allow students multiple attempts to solve problems. Faculty felt students were practicing more using WileyPlus than when problems were done by hand but that many students were not reading assigned chapters or taking advantage of additional resources. WileyPlus will continue to be used in ACCT 287. Video lectures, voiced over PowerPoints and sample quizzes included with WileyPlus will be tied to students' grades in an effort to improve student learning. Requiring students to watch the videos as homework will allow more time for problem solving in class.

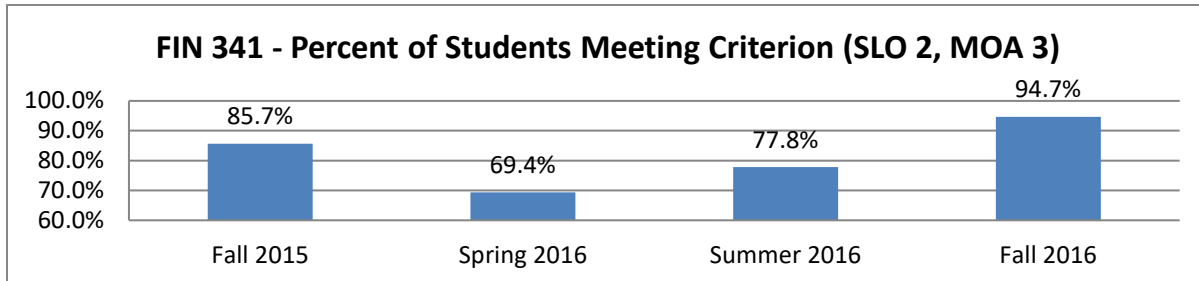
Assessment 2



Although criterion measure was met, percent of students meeting criterion decreased from 100% in fall 2015 to 96.8% in spring 2016, 88.9% in summer 2016 and 84.2% in fall 2016. Additional time value of money problems, solved using Excel, were added to the class prior to fall 2016 in attempt

to increase student learning. In fall 2016, faculty began using MyFinanceLab online learning environment in FIN 341. MyFinanceLab includes rigorous time value of money exercises and problems to ensure a deeper understanding for our students. The decline in students meeting criterion may be attributed to more challenging problems. Additional resources in MyFinanceLab will be incorporated into the course and tied to student grade.

Assessment 3



Percent of students meeting criterion decreased from 85.7% in fall 2015 to 69.4% in spring 2016 then increased to 77.8% in summer 2016 and 94.7% in fall 2016. A new method was introduced for teaching ratio analysis which incorporated using spreadsheet software. The Value Line database was more thoroughly integrated into the course and MyFinanceLab was added. Faculty will continue to use MyFinanceLab and spreadsheet software to improve students skills needed for the workplace.

Student Learning Outcome 3:

Business students demonstrate they can work effectively in teams and groups.

Traits Specifically Linked to Student Learning Outcome 3

- Mastery of content knowledge and skills
- Critical and reflective thinking skills
- Effective use of technology
- Effective communication skills
- Quantitative or qualitative analysis

First Means of Assessment for Outcome 3:

360 Degree Peer evaluation scores in MGMT 489 Strategic Management. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

| MGMT 489 (SLO3 MOA1) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|----------------------------------|-----------------------------------|---------------------------------------|--|---------------------------------|
| Fall 2015 | 40 | 35 | 5 | 87.5% |
| Spring 2016 | 48 | 41 | 7 | 85.4% |
| Fall 2016 | 44 | 38 | 6 | 86.4% |

Second Means of Assessment for Outcome 3:

Group presentation scores in MGMT 489. Criterion measure: 75% of students will score 70% or better = meets the outcome.

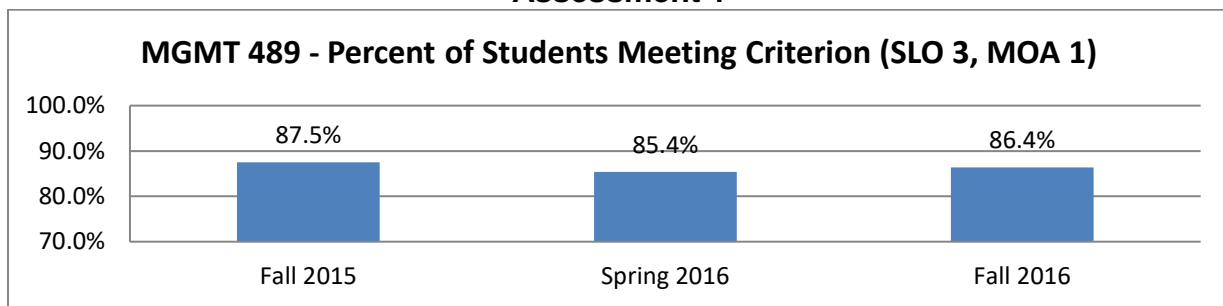
Summary of Data:

| MGMT 489 (SLO3 MOA2) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|----------------------------------|-----------------------------------|---------------------------------------|--|---------------------------------|
| Fall 2015 | 40 | 37 | 3 | 92.5% |
| Spring 2016 | 48 | 48 | 0 | 100.0% |
| Fall 2016 | 44 | 44 | 0 | 100.0% |

Interpretation of Results for Outcome 3:

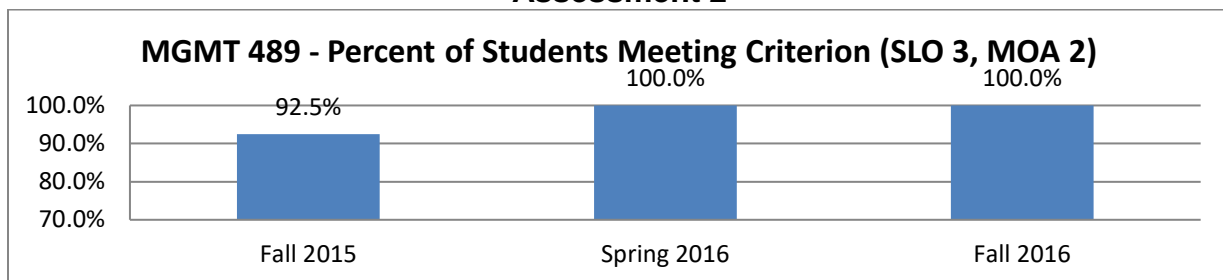
Students met the criterion measure for both means of assessment demonstrating ability to work in groups and teams. MGMT 489 is taken in the last semester of BBA coursework.

Assessment 1



Percent of students meeting criterion decrease from 87.5% in fall 2015 to 85.4% in spring 2016 and increased to 86.4% fall 2016 for MGMT 489 360 Degree Peer evaluation. Students work in teams to make decisions in the Business Strategy Simulation game. Each member of the team completes a 360 Degree Peer evaluation on other members of their team. Team dynamics vary from team to team and semester to semester but students quickly notice which teammates are not contributing. Students not meeting criterion are the teammates not pulling their weight (do not attend team meetings, the politician, and the procrastinator). Students learn that it's not only the boss who needs to be pleased but coworkers as well. Faculty will continue to stress the importance of contributing to the team.

Assessment 2



Percent of students meeting criterion increased from 92.5% in fall 2015 to 100% in both spring 2016 and fall 2016. Students in MGMT 489 continue to do extremely well on the group presentation. These high rankings may be due to positive pressure placed on the group to perform by the team internally and by the professor externally. Going forward we will encourage students to use video editing software and YouTube type delivery to continue to make their presentations more modern, current, interesting, and relevant.

Utilization of Results:

An annual review of outcome assessment results lead to revision of outcomes assessment plans in fall semester 2012, fall semester 2015, and again in spring semester 2017. Outcomes assessment results have been utilized to improve student learning in a variety of ways including improvements to course content and delivery, an increased emphasis on ethics and globalization, and to changes and improvements in the business administration curriculum. . Importantly, revisions included changes based on prior outcomes assessment results.

Changes to Program Based on Results:

During the fall semester 2016 the Department conducted a comprehensive review of its curriculum for the BBA concentrations. The purpose of the review was to align the program's requirements with the university's overall graduation and ACBSP requirements, to provide greater to flexibility for students in pursuing courses of interest, and to align the curriculum with the Department's capacity to dependably and regularly deliver the curriculum. The revised curriculum increased emphasis on ethics and globalization.

Improvements in course content and delivery: Faculty has made modifications to individual course requirements and the means of assessment in several courses based on outcomes assessment results.

Business Strategy Game: The Department is using the Business Strategy Game as a means of external assessment in the BBA capstone course Prerequisites were added to the MBA capstone course so students have a stronger foundation in business principles before competing in the Business Strategy Game. With a stronger foundation in business principles students complete the Business Strategy Game with a higher success rate.

Increased availability of tutoring services: The Department's faculty and graduate assistants provide students with tutoring support.

The Department requires use of Desire2Learn, the University's online course learning management system, by all faculty for all course, whether traditional, hybrid or online.

Retention Strategies:

Continue utilizing outcomes assessment results as a means of improving student learning and the quality of education in the Department of Business Administration.

The Department of Business Administration reduced the credit hour requirements for the BBA degree from 75 to 69 credit hours. The change allows students greater flexibility in pursuing courses of interest.

The Department of Business faculty will respond to student email and phone messages within 24 hours during the work week. Email and phone messages received on weekends and holidays will be returned the next work day.

Department of Business faculty will effectively advise students toward degree completion. Students are assigned an academic advisor in their chosen BBA concentration area. By 9th week of the semester, advisees are contacted by academic advisor.

Department of Business faculty will participate in university activities and programs aimed at increasing retention.

Department of Business faculty and staff will provide excellent customer service to all students.

In spring 2017, monthly “Coffee with the Dean” hour for students was established and “Welcome Back Student BBQ” was reinstated. Both were a huge success and will continue. Having regular informal meetings with students leads to shared information and sense of being valued and belonging.