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MISSOURI STATE COLLEGE OF BUSINESS



AACSB ANNUAL REPORT

Academic Year
2014-2015



SECTION V ASSURANCE OF LEARNING

This section of the report describes the major curriculum developments in the College over the past year as well as Assurance of Learning (AoL) plans, processes, and results for the same time period.

Curricula Development

2012

FIN 484 and FIN 784 were merged into a hybrid undergraduate/graduate course, FIN 589/689. This allows for scheduling of both the undergraduate and graduate versions during both fall and spring semesters, since they meet concurrently. Previously, FIN 784 was fall only, and FIN 484 was spring only. This should help balance enrollment between the fall and spring.

FIN 386 was converted to a hybrid undergraduate/graduate course, FIN 586/686. Faculty made this change to provide a graduate-level opportunity in financial analysis, which should increase interest among our graduate students in the CFA program.

The CIS Department made substantial changes to its ITSM programs. These changes included the deletion of two courses, as well as the creation of three new hybrid undergraduate/graduate courses: CIS581/681 - Foundations of Information Technologies Service Management; CIS 582/682 - Lean IT; and CIS 583/683 – Cloud Computing.

Dr. Richard Gebken, Associate Professor in the Technology and Construction Management Department, is developing a new course, TCM 603 – Project Risk Analysis. This course will provide in-depth analysis of the types of risk that threaten projects at each stage of development. Strategies used to recognize, assess, and respond to project risk will be included. This course will be initially offered during the fall 2013 semester.

The Marketing Department developed a new course; MKT 415/615 entitled Contemporary Issues in Advertising and Promotion. This will serve as an elective course in the undergraduate and MBA programs.

The MBA Program established new admission standards in spring 2013. These allow for a GMAT waiver for MSU COB undergraduates with a 3.5 GPA or above.

2013

The Fashion Interior and Design Program changed their admission requirement for MTH 135, from complete, to complete MTH 135 with a grade of C or better. FID Program, Family and Consumer Sciences change. DESE now requires all education programs calculate a Professional Education GPA and a Content Area GPA for all graduate. The program change adds FCS507 to the professional education section so the degree audit can be changed allowing the course to be counted in both the content area and professional education GPA. FID Interior Design program made a few changes to the major requirements. Many of the Industrial Management minor's course groupings from Construction Technology are already degree requirements for Interior Design students. Adding TCM 121 as a required course would put students two classes away from completing this minor. Since the Interior Design program currently requires students to complete 125 total credit hours, by adding TCM 121, students will be given the option of choosing between taking either ACC 201 or MKT 350.

The Finance and General Business Program made several comprehensive changes. Revised the catalog description so courses are consistent with the title of the area in which they are being added. This provides additional flexibility for students. COB Globalization course list change; course content in FIN 586 is being

changed to include significant coverage of international financial reporting standards. This additional international content makes the course worthy of inclusion in the Business Courses line (4). Risk Management & Insurance Comprehensive Major addition of QBA 337 as a choice in the Risk Management and Insurance (RMI) Major provides students an opportunity to take additional coursework in statistics beyond the QBA 237, a COB admission course. Requiring one of either QBA 337 or FIN 390 maintains a rigorous quantitative component of the major. FIN 586 and FIN 686 changed the course title and description, reflects the increasing emphasis of the Chartered Financial Analyst (CFA) curriculum on International Financing Reporting Standards (IFRS) instead of U.S. Generally Accepted Accounting Principles (GAAP). General Business Program, Finance major, add clarifying language that the waiver of FIN 586 (by taking ACC 301 and 302) does not waive any portion of the COB globalization requirement. BUS 510 and BUS 610, E-Business and Online Entrepreneurship, periodicity change due to lack of available faculty to teach the course. FIN 350, Entrepreneurial Finance, periodicity change due to lack of student demand.

The Marketing department created two new courses. MKT 415 and MKT 715, Contemporary Issues in Advertising/Promotion, will develop problem-solving and strategic planning skills as they relate to contemporary issues in marketing. MKT 470, Advanced Marketing Research, course number was changed to MKT 570, to allow enrollment of graduate students. MKT 354, Principles of Advertising, and MKT 456, Advanced Advertising, underwent terminology updates.

The Computer Information Systems (CIS) department made several changes this year. CIS program change allows for CIS 583, Cloud Computing option. The original program change listed the course incorrectly. The Information Technology Service Management program implemented an optional online path for student flexibility. CIS 229, Fundamentals of Computer Information Systems, new online course proposal for ITSM majors. CIS 329, Linux Essentials, new course proposal, an alternative to CIS 330 primarily offered online for ITSM majors. CIS 230, Computer Hardware and Operating Systems, course change - prerequisite CIS/CSC 101 or CSC 111 deleted. CIS 330, Linux System Administration and Basic Shell Scripting, course change – prerequisite change, credit cannot be earned for both CIS 329 and 330. CIS 420, IT Service Project Management, course change – prerequisite deletions. CIS 461, Strategic Management Info. Systems, course change – prerequisite deletions. CIS 101 is no longer a General Education requirement. CIS 195, Desktop Publishing, was added, replacing CIS 101. CIS made prerequisite changes to CIS 201, 202, 205, 230, 260, 290 and 326, changing CIS 101 to CIS 195. CIS 591, Information Systems Development, removed CIS 528 as a prerequisite. CIS 201, Computer Applications, added selected computer literacy components. CIS MS Degree in Cybersecurity was added. The following courses were created to support the program: CIS 763, Telecommunications & Network Security; CIS 770, Seminar in Cybersecurity; CIS 525, Computer Security, change of title and description, to reflect those made in CIS 626, the initial Cybersecurity Certificate and Master's program. CIS 581, Foundations of Information Technology Service Management, change of periodicity and description – certification exam is no longer required. CIS 582 and 682, Lean IT, certification exam no longer required. CIS 681, Foundations of Information Technology Service management, change of periodicity and description as certification exam is no longer required. CIS Information Technology Service Major program change, updated descriptions due to review of curriculum.

Technology and Construction Management made several program changes. Change in catalog description to eliminate a conflict between course pre-requisites and program admission requirements. TCM updated program requirements to address University general education requirement changes. TCM 456 was replaced with MGT 340 to address an ACCE accreditation issue, requiring business electives. TCM 123, Introduction to Construction, was added for non-construction majors. TCM 221, Construction Drawings and Quantity Take-off, prerequisite change to add TCM 123 (without lab component), Introduction to Construction for Non-Construction Majors, to TCM 121 and 122. TCM 323, Construction Surveying Course, eliminated prerequisite, TCM 122, and 53 hours requirement. The change was made based upon increased need for transfer student flexibility and introduction of a CM minor. TCM 324, Construction Cost Estimating, course change, requiring both TCM 122 and TCM 221. TCM 425, Construction Planning and Scheduling, prerequisite change. TCM 426, Construction Project Administration, course and prerequisite changes to

increase transfer student flexibility and an intro of a CM minor. New Construction Management minor program was added to fit needs of students with interest in built environment. TCM 491, Management Competition, was added to facilitate student preparing for regional and national competitions. To improved program rigor and increased recruiting opportunities, the B.S. in Technology Management name was updated to Mechanical Engineering Technology. TCM 350, Management and Control of Quality, periodicity change. TCM 358, Introduction to Technology Management, periodicity change. TCM 411, Mechanical Design and Analysis, periodicity change. TCM 455, Safety Management, was added to support the revised/renamed B.S. program in Technology Management. TCM 456, Supervision, is currently serving as a "business elective" for ACCE accreditation purposes. To better satisfy accreditation requirements, we have changed the program requirements to include MGT 340, Organizational Behavior. TCM 458, Technology Management, periodicity change. TCM 273, Mechanics of Materials, new course proposal: provide better coverage of topics in stress, strain, strength, and failure analysis for students in revised/renamed Technology Management program. TCM 281, Dynamics, new course proposal: provide coverage of topics in motion, momentum, and work/energy for students in a revised/renamed Technology Management program. TCM 315, Thermodynamics and Heat Transfer, was added as no similar course is currently offered at MSU. TCM 325, Fluid Mechanics, new course proposal: provide coverage of topics in energy conversion, thermodynamics, and heat transfer for students in a revised/renamed Technology Management program. TCM 498, Senior Design, new course proposal: provides a discipline specific capstone experience for students in a revised/renamed Technology Management program. TCM 110, Industrial Design, course change – title and course descriptions updated. Construction Management program change –modification of PSY 121 requirement.

The MGT program made a few changes. The Master of Health added the MPH-MHA dual degree option, to allow for flexibility and more options for students.

COB added several, new, graduate certificates:

- Graduate Certificate in Health Administration

- Graduate Certificate in MGT

- Graduate Certificate in Leadership (MGT)

- Graduate Certificate in Entrepreneurship

- Graduate Certificate in Finance

- Graduate Certificate in International Business

- Graduate Certificate in CIS

- Graduate Certificate in Cybersecurity

 - The following course were added to support the this program: CIS 762 Legal Issues in Cybersecurity, CIS 764 Hacker Techniques and Incident Response, CIS 766 Web Application Security.

- Financial Analysis Graduate Certificate

 - The following courses were added to support the new Financial Analysis Graduate Certificate: FIN 682 (FGB) – International Financial Management, FIN 686 (FGB) – International Financial Statement Analysis and FIN 780 (FGB) – Advanced Financial Management.

- Graduate Certificate in MKT

The MBA program did some general cleanup/updates on admissions requirements, GMAT requirement and course changes.

COB identified several courses (MGT 340, FCS 472, HID 241, and TCM 359) that satisfy the 3-hour Public Affairs Capstone Experience required by MSU.

College of Business admission requirements changed, due to the elimination of CIS 101.

ACC Graduate Program Change: updated narrative/admission standards.

2014

The CIS department made several changes to its curriculum. CIS101 was dropped; CIS 201 was converted from a two, to a three credit hour course. The Business Education program was deleted due to low demand and retiring faculty. CIS 525 was revised to better serve the Cybersecurity program.

The Marketing department updated the following courses, MKT 354/456, to reflect the true course content.

The FID program added a new minor and non-major course options, allowing students to have flexibility and elective options.

The HID program deleted HID145/343; the content is being covered in other HID courses.

The ACC department updated several courses to emphasize research skills needed by ACC graduates (ACC 321/302/301/300/506/524/532/553/604/606/624). ACC 726/762 were changed to keep MACC students current on regulation changes and new concepts within the accounting field. Two tracks were added to the MAcc program—a Public Track and a Corporate Track. The public track is for those students who want to go into public accounting, or at least want to sit for the CPA exam. A complete CPA review course will be incorporated into the curriculum. The corporate track is for those students who do not want to go into public accounting and/or do not have an interest in sitting for the CPA exam. The plan is to include a CMA review course into the curriculum in that track. Students are required to select one of the tracks.

The TCM department made several changes. A significant portion of the changes were geared towards allowing transfer students access into classes. Several other changes were made to allow non-major students access to courses that paired up with their major classes. A new minor in Construction Management and major, Mechanical Engineering Technology, were created to meet student demand and industry needs. The new courses include, TCM 491/273/ 281/ 315/ 325/ 498.

The MGT department made a course title change to MGT 764 and included a leadership focus in course content.

Continuous Improvement Process (CIP) for Curriculum

During the 2013-2014 academic year, the College engaged in a continuous improvement process. The process involved each course coordinator/ program director distributing the questions outlined below to his/her team members. During the spring meetings where the AOL data was reviewed and discussed, the questions were discussed and evidence compiled collectively by the team. The AOL team report included the annual final course report *and* the team's response to the attached questions and any evidence provided to support answers. Reports were submitted to the Director of Assessment, Dana Frederick, who compiled a report for the Undergraduate Curriculum Committee. The UCC and GCC reviewed the reports, respectively, in late spring and this report provides feedback to the Director of Assessment and Dean on courses for which, in the committee's opinion, need modification. The survey questions appear below:

Continuous Improvement Questions

1. Identify current and/or emerging issues that impact the content of this course and describe how these issues have been incorporated into the course. Provide evidence to substantiate the integration of the new information into the course.

2. Discuss how this course has been improved or updated in the current year *other than* as a result of the Assurance of Learning process this year. In other words, what other changes have been made to the course other than those based on AoL or emerging issues?
3. Provide specific examples as to how faculty who teach this course are remaining current in their field (e.g., professional development seminars, personal readings, conference participation, etc., undertaken in the current academic year).
4. Identify any innovative and/or exemplary practices, innovations, activities, etc. related to the instruction and/or delivery of this course.
5. Are there some new directions you would like to take your course in? What specific issues are holding you back?
6. Provide a list of the standard topics covered in this course.

Feedback from the Undergraduate Curricular Committee

ACC 201: Students need to see financial statements repeatedly to reinforce comprehension in a financial accounting course. While some earlier exams/quizzes/homework had financial statements on them, it would be beneficial if the assessment questions on the final exam include financial statements. That would provide opportunities for students to demonstrate that they know how to interpret financial statements and that they understand how the financial statements articulate with one another within the formal assessment process, which would facilitate the faculty's examination of the students' level of understanding of those financial statements.

The course covers 12 textbook chapters, yet only 15 assessment questions are on the assessment document. More questions are needed in order to adequately assess 12 chapters of material. Additional assessment items would allow for more assessment of the quantitative aspects of the course. The assessment document is currently two-thirds "word" questions, so additional interpretation/calculation questions based on financial statements could provide an appropriate balance.

The assessment items with near 100% success rates should be analyzed as well as those with the lowest success rates. For example, does the word "backdated" in the ethics questions inflate the success rate since that word might sound unethical, even to the casual observer? Does "Cash" in the current asset question inflate the results on that item, since Cash and the current assets section are always at the very top of the balance sheet, and they have seen the current assets heading/subtotal and cash item there many times. Perhaps students do not need any understanding of the proper classification of Accounts Receivable or Prepaid Insurance to correctly answer that question?

ACC 211: Please consider covering the statement of cash flows and ratio analysis. How managers use financial statements to make decisions and assess performance would seem more beneficial to the typical student than myriad cost accounting methods.

We suggest exposing students to financial statements in both ACC 201 and 211 numerous times, particularly on the assessment items, so that they understand how to glean information from the statements rather than answer more simple stand-alone questions/data.

CIS 201 and CIS 429: A few faculty looked at CIS 201 and CIS 429. Not much change is necessary. For CIS 221 the addition of Access data base applications and using statistical applications in Excel were suggested. I got little response to CIS 429 and I don't know enough about it to make any meaningful suggestions.

My only other suggestion for the report is that it is premature to suggest changes in the core at this time. The core needs to be driven by the vision of learning outcomes. We need to make decisions about what programs we need to grow and what their program needs are, and, conversely, which programs are going to receive less support going forward. I think everyone needs to recognize that we need to limit both programs and delivery options to those we can support with our resources and we need to make some decisions regarding what those will be. Then we decide what that support actually is. That's a conversation that needs to take place after the various departments have made decisions regarding their own programs going forward. It seems clear to me that the future involves fewer options at the undergraduate level.

FIN 380: Emerging Issues - Emerging issues coverage appears to be adequate. Improving Course - The department might want to consider asking other departments in COB to make FIN 380 a pre-requisite to one or more of their CORE courses so that students are forced to take FIN 380 as soon as possible after meeting the prerequisite for the class, (54 hours including ACC 201 and ACC 211 and ECO 155 and ECO 165; and QBA 237 or equivalent; and undergraduate business majors must be admitted to degree program) it appears many students are putting this course off until the benefits of the pre-requisite courses are minimized and they then have problems mastering the material in FIN 380. Faculty Development and Course Innovation - appears to be adequate.

Course Direction/Hold Backs - Per the department, class size is what in holding back new directions and improvements for this class. The department might want to consider changing the large class format from a 3-hour lecture to a 2-hour lecture and 2-hour required lab (or even a 2.5-hour lecture and 1-hour required lab). The lecture could be taught as a mass lecture by Senior Faculty. The 1- or 2-hour required lab(s) could be staffed by Graduate Assistants. These labs could be used for giving and reviewing exams, students could work on particularly difficult homework assignments; and cases (financial and ethics) could be prepared and discussed. This change would demonstrate COBs commitment to putting student's success first while demonstrating a personal touch to help our graduates succeed in business. Course Topics - appear to be adequate

LAW 231 and LAW 332: Emerging Issues - Emerging issues coverage appears to be more than adequate including topics that perhaps should be covered in an upper-level class or a management class not in the Legal Environment of Business CORE class.

Improving Course - The department should consider combining the two classes. Looking at all other schools comparable to us and those we are striving to be like, none of them have more than one 3-hour business law class in the CORE. Some of them do have specialized upper-level law classes but limit the CORE class to a 3-hour class on Legal Environment of Business. Faculty Development - appears to be adequate

Course Innovation - Appears to be adequate but faculty express an interest in engaging in activities in class that can only be accomplished with smaller class size and fewer class formats.

Course Direction/Hold Backs - Per the department, class size and time spent in developing topics and different formats for the one-hour class is what in holding back new directions and improvements for this class. The department might want to consider combining both classes into one 3-hour class and changing the large class format from a 3-hour lecture to a 2-hour lecture and 2-hour required lab (or even a 2.5-hour lecture and 1-hour required lab). The lecture could be taught as a mass lecture by Senior Faculty. The 1- or 2-hour required lab(s) could be staffed by Graduate Assistants or Lecturers. These labs could be used for giving and reviewing exams, students could work on improving critical thinking and communication skills with cases (security, ethics and banking topics), while allowing faculty to develop new directions and improvements for the class. This change would demonstrate COBs commitment to putting student's

success first while demonstrating a personal touch to help our graduates succeed in business and give faculty the opportunity to expand their research.

Course Topics - Appear to be more than adequate when compared to other institutions. These classes appear to be covering topics that should be or are being covered in management classes on employment issues.

MGT 286: The Business Communications course seems to be a rather non-traditional course for Business Schools. However, as so many of our faculty complain about the students lack of writing ability, it appears to be a valuable course. I was somewhat concerned that different instructors wished to take the course in different directions. Perhaps a meeting to come to an agreement of what the course should be and the content would be appropriate.

MGT 340: Management 340 seems to be the typical management survey course. My only concern would be – does each faculty member cover all of the same topics. Given that the delivery method varies from seated, blended ITV, and online there seems to be the opportunity for different students to cover different topics. For example, “Planning Tools & Techniques” seems like it could cover a variety of topics depending on the instructor’s strengths.

MGT364: After having reviewed the MGT364 report, it was apparent that this report was written by only one faculty member. Information appeared to be missing in regard to tactics being taken by all who teach this particular course.

A glaring omission from this report on the course and its content was any mention of coursework on ISO standards and/or their use in today's business environment for both global and stateside organizations. When I recognized that omission, I talked with others who teach this course for their input. I learned that the writer of this report focuses exclusively on the use of a production game and other tactics similar to in order to cover those topics included in the list provided to us without any mention of ISO. Although I understand the use of the production game, others use more written exercises and papers to learn the students' grasp of the topics while also including ISO materials.

With the split in techniques utilized within this course, there could be concern that a significant number of students are graduating without any exposure to ISO standards from either the company or supplier certification perspectives and that there is a semblance of inconsistency from the student’s perspectives. Other than references to a game that is being discontinued (due to lack of available GA support according to the author) and the omission of ISO information, this course and its content appears to be okay.

My recommendation is that the group of faculty who are responsible for this course and its content be more consistent in what is being covered and more in tune with current requirements, especially where ISO certifications and requirements are concerned.

MGT487: In reviewing this report's content and talking with those that teach this subject, I feel that the course is in good shape. This report discusses the use of pecha-kucha presentations in several places and the use of games but after talking with others realized that only one instructor includes the pecha-kucha presentation assignment. Others build their courses around more written work and PowerPoint-style presentations. I did feel that all faculty teaching this course had an input into the content of this report.

I feel the author of this report used the report as a vehicle to express concern that technology is lacking within the College of Business which would allow greater implementation of blended coursework and recorded lecture possibilities. It is my impression that as faculty we feel a lack of up-to-date technology across the board may be hampering our efforts to be more in tune with current business activities. With that being said, I believe MGT487 is acceptable as it stands.

MKT 350: This course appears to be well designed and well organized with readily identifiable goals and objectives. The course appears to address both traditional and emerging marketing topics and influences. For example, it would appear that there is some discussion of the impact of social media on marketing and marketing strategy. Along with smart phones and other mobile communication devices, such technology would certainly have the potential to greatly influence the topics covered by this course.

MKT 450: This course also appears to be well designed with appropriate coverage of supply chain management concepts and issues. Supply chain technology, which has provided great leverage toward the increasing use and application of such concepts, is a well-documented component of this course.

QBA 237: There wasn't much information provided about QBA 237. The main point was students are inadequately prepared in math.

Feedback from the MBA Curricular Committee

Real-World experiences and Seminars: Motion to incorporate organizational experience in seminar courses was approved unanimously.

QBA 775 and MGT 767: The committee agreed that linear programming in QBA 775 needs to be removed and that forecasting, operations and decision analysis should be retained. No changes were suggested for MGT 767. Catalog change recommendation - XF will result in expulsion or non-admittance to the program.

CIS 761 and MKT 772: Consensus was that there would be value in having more emphasis on strategy, and use of cases, in the CIS 761. No recommended changes were made for MKT 772.

FIN 780 and ACC 711: No recommended changes for FIN 780. Motion to incorporate more cases in ACC 711 was approved unanimously.

International classes and MGT 764: No recommendations for the International classes were suggested.

MGT 764: Motion to remove MGT 764 and replace it with MGT 770 was approved unanimously.

Assurance of Learning (AoL)

MSU and COB have a long and successful history of using a variety of assessment tools to monitor the effectiveness of degree programs with respect to the achievement of their respective learning goals and fostering continuous quality improvement.

University Level Assessment

The Assessment Division of the MSU Faculty Center for Teaching and Learning (FCTL) assists in carrying out the University's assessment program and provide the instructional community with unique opportunities for the development, acquisition, and/or enhancement of instructional methods. From research projects within individual courses to department or program-wide assessment plans, the Assessment Division provides support to the instructional community with respect to the exploration of key questions regarding student learning outcomes. Dr. Keri Franklin was hired as the new MSU Director of Assessment during the 2012-13 academic years.

FCTL's Assessment Division is involved with conducting and analyzing a variety of surveys and tests, including those listed in Exhibit 5-1. In addition to the assessment endeavors summarized in that Exhibit, MSU was selected in April of 2007 to participate as a pioneer member in the Higher Learning Commission's (HLC) Academy for the Assessment of Student Learning. The Higher Learning Commission (HLC) initiated the academy in 2006 and accepted the University in the first cohort of 14 institutions.

College-Level Assessment

COB has had an active AoL program for more than two decades. This fact was recognized in the "2007 AACSB Maintenance of Accreditation Team Visit Report" that stated:

The College's assessment plan is well established and effective. They incorporate a wide variety of assessment tools to evaluate student learning outcomes and the effectiveness of their academic programs ... There is a strong demonstration of faculty involvement in the development of assessment competencies.

Exhibit 5-1
Major MSU FCTL Assessment Efforts

Assessment	Description
Measure of Academic Proficiency and Progress	Assesses general education outcomes with a focus on academic skills rather than knowledge developed through general education courses.
The National Survey of Student Engagement	This nationally normed survey of student participation in programs that institutions provide for students' learning and personal development.
The Faculty Survey of Student Engagement	Measures faculty expectations of student engagement in empirically proven effective educational practices.
The Beginning College Survey of Student Engagement	Measures beginning student expectations of their engagement in empirically proven effective educational practices.
Graduate Student Survey	A locally developed survey assesses graduates' views of the Graduate College, their degree program, and their individual development.
MSU Employer Survey	A locally developed survey that assesses whether MSU is being responsible to the educational needs related to employment for both their students and external constituencies.
Student Academic Integrity Survey	A locally developed survey designed to assess and track the University climate of academic integrity as a step in promoting academic honesty on the campus.
University Exit Examination	This examination's purpose is to evaluate the general academic knowledge and skills of students receiving baccalaureate degrees at FMU, to assess the outcomes of academic programs, and to improve the quality of instruction and learning at the university.

Significant AoL milestones include the following:

- 1990 - Participated in AACSB's Core Curriculum Assessment Program
- 1993 - Implemented the ETS Major Field Achievement Test (MFAT)
- 1997 - Appointed a COB Director of Assessment
- 2002 - Developed 198 undergraduate knowledge-based (KB), skill-based (SB), and value-based (VB) competencies to be assessed in various undergraduate courses
- 2005 - Developed learning goals for all graduate programs
- 2008 - Reviewed and where appropriate revised learning goals for all graduate programs
- 2008 - Developed goal-based rubrics for all programs
- 2011 - Appointed a COB Co-Director of Assessment
- 2013 - Appointed Dana Frederick as COB Director of Assessment
- 2015 - Appointed Cathy VanLanduyt as COB Director of Assessment

Presently, the COB AoL Plan incorporates the use of one or more of three main methodologies to assess the attainment of learning objectives depending on the degree program being assessed. These methodologies are: the Educational Testing Service Major Field Achievement Test (MFAT); the COB Undergraduate Core

Course Assessment Initiative; and the COB Goal- and Objective-Based Rubrics Initiative. Each of these approaches is discussed below.

The COB hired a new Assessment Coordinator for the 2014-2015 academic years, who will report to Associate Dean Rozell, who oversees the accreditation process.

The ETS Major Field Achievement Test (MFAT)

Initially, the College was involved in the AACSB-sponsored “Core Curriculum Assessment Program (CCAP).” The CCAP instrument, administered to graduating seniors, was intended to identify strengths and weakness in a college’s undergraduate curriculum. COB’s participation with CCAP speaks to a commitment to assessment much earlier than that of many schools, and also provides a sound foundation for continued assessment endeavors. When CCAP was discontinued in the 1990s, COB switched to the ETS Major Field Achievement Test (MFAT). This program assesses student knowledge in nine basic business-related knowledge areas. MFAT, like CCAP before it, is administered to graduating seniors. In 2006, the College began using an ETS MFAT designed for graduate business programs to assess MBA students’ knowledge in five business-related knowledge areas.

The COB Undergraduate Core Course Assessment Initiative

The COB Undergraduate Core Course Assessment Initiative began a decade ago as a comprehensive process of assessment and evaluation of the undergraduate curriculum within the College. This initiative was undertaken in response to the lack of remedial direction perceived in MFAT, as a guide to curriculum development, and to meet demands for accountability from accreditation bodies and other University constituents. After considerable refinement, the final set of assessment objectives and outcomes included the following:

1. The establishment of a set of Learning Goals for all COB undergraduates consistent with the mission and resources of the University and the College.
2. The development of a set of specific competencies including knowledge-based (KB), skill-based (SB), and value-based (VB) competencies that reflects the COB Undergraduate Learning Goals and guide the assessment and evaluation process.
3. The development of evaluation procedures including test items, projects, cases, and/or other measures that can be used to demonstrate mastery of the competencies and achievement of learning goals.
4. The assessment of the programs through evaluation of all students in order to demonstrate competency attainment.
5. The use of assessment outcomes as a guide to curriculum development and continuous improvement.

Early in the process, specific competencies and Learning Goals were developed through a coordinated effort between the COB Assessment Task Force (CATF), the COB Undergraduate Curriculum Review Committee, department level curriculum committees and/or functional groups, and departmental faculty. By 2003 a set of competencies describing knowledge blocks, skill sets, and ethical competencies expected of all COB undergraduates was developed and approved (see Appendix 14). Individual competencies then were associated with a particular course, or courses. In 2004 departmental committees developed examination items and projects designed to determine competency attainment, and the assessment process was implemented in all undergraduate COB Core Courses.

Since the goal of this assessment project is to foster continuous improvement, each area group or departmental curriculum committee is responsible for reviewing the assessment results and developing action plans based on the outcomes. To that end, a set of Action Benchmarks were established by the Assessment Task Force to act as guides to clarify the type of action needed to be taken as a result of the evaluation process. These benchmarks represent *threshold* performance levels on each competency that trigger specific actions by departmental groups reviewing the assessment outcomes. As can be seen from Exhibit 5-2 the benchmarks themselves are expressed in terms of rates of correct response to the assessment items and the precipitant actions.

Exhibit 5-2
Action Benchmarks

Benchmark	Action Required
80% or above pass rate	No action required, continue to monitor
60-80% pass rate	Informal discussion and continuous monitoring
below 60% pass rate	Develop action plan to address weakness identified

Each departmental group or committee is encouraged to meet as soon as possible to review assessment results from previous semester(s) and to develop action plans where needed. The review process and action plans must be documented, and each departmental group or committee is encouraged to implement action plans during the semester immediately following the term in which the results were measured.

Finally, it should be noted that certain knowledge-based, skill-based, and value-based competencies identified in the early 2000s, have been modified where necessary to align with the six learning goals identified in the recent Goal- and Objective-Based Rubrics Initiative (see following discussion).

Goal- and Objective-Based Rubrics Initiative

In 2008, based on feedback from an AoL consultant, an undergraduate curriculum and six graduate curricula task forces were charged with developing goal- and objective-based rubrics to assess learning outcomes for all COB degree programs. While implementation of this component of the COB Assessment Plan was delayed due to top leadership changes in the College, it was first used during the Spring 2011 and has continued to be used since that time. The undergraduate curriculum task force, which focused on assessment of the Bachelor of Science program’s core courses, established six program learning goals, while a task force for each of COB’s graduate programs established their respective learning goals. The matrix in Exhibit 5-3 outlines the undergraduate goals and where they are assessed. Learning goals for each graduate program (as well as undergraduate program) are incorporated into the tables that comprise Appendix 16.

The basic philosophy of COB’s Rubrics Initiative is having each student demonstrate competency by completing required assessment activities throughout a program’s Core Courses. Faculty members teaching the required Core Courses developed these activities along with standardized rubrics that are used for evaluating a required activity in each course. The same activity is used across all sections of a given course and the faculty member judges a student’s performance to be acceptable or not based on the scoring rubrics. Instructions and guidelines were developed and agreed upon for each activity by the relevant faculty. Faculty members compile the results for their class(es) and send the results to the Course Coordinator. The Coordinator compiles the overall results and then the course faculty members review them and develop any changes that seem to be warranted. The overall results from all Coordinators are forwarded to the Assessment Director’s office to be given to and discussed by the Undergraduate Assurance of Learning Committee (UALC; composed of a Core Course faculty member from each department and the Assessment Director) or the respective graduate program committee or task force. The Committee then works with any of the relevant course faculties as needed and reports general results to the COB faculty.

MFAT Results

Undergraduate Students

Since the Fall 2012 semester, the College's overall results on the MFAT have been at or above the national mean results. Brief comments on the results for each knowledge area are summarized below.

- **Accounting** scores were at or above the national means from Fall 2012 through Fall 2014. These results are attributed to the institution of the action plans resulting from the Undergraduate Core Course Assessment Initiative.
- During the Fall 2012 to Fall 2014 period, **economics** scores slightly fluctuated around the national norms with those for Fall 2012 being higher than those norms by an historically large margin. It is speculated that these results, which are an improvement over those for the first half of the 2000 decade, are due to the changes implemented in instruction of the ECO 155 and 165 classes as a result of conversations between COB and the head of the Economics Department.
- **Finance** scores have exceeded the norm during the Fall 2012 – 2014 semesters. Finance faculty members attribute the positive results over this time period to two primary factors. First, changes in the instruction of the core financial management class were, and continue to be, instituted as the result of the implementation of action plans motivated by the Undergraduate Core Course Assessment Initiative. Second, strategic changes were made in the staffing of several sections of the FIN 380 course.
- Scores for the **management** area of the MFAT have consistently been impressively above the national means since Fall 2012. Faculty members who teach the core management courses will continue to monitor and discuss both MFAT and COB Undergraduate Assessment Initiative results, and will make changes as necessary to assure that COB students are well prepared in this area.
- **Information systems** scores fluctuated above the national means since Fall 2012 by historically large margins. As can be seen from the comments later in this section of this report, deficient areas are being addressed by faculty members who teach related courses.
- Scores for the **international business** area have been at or above the national means since Fall 2012. Faculty members who teach international courses, as well as those who teach courses that have a significant international component, will continue to monitor and discuss both MFAT and COB Undergraduate Assessment Initiative results.
- COB graduates consistently scored at or above the national means in the **legal environment** area from Fall 2012 through Fall 2013. Faculty members who teach in this area developed action plans to address deficient areas. The resulting curricular and pedagogical changes appear to have produced positive results.
- Scores for the **marketing** area of the MFAT have been consistently at, and frequently impressively above, since Fall 2012, with the margin for Fall 2014 scores being significantly above the national mean.
- **Quantitative methods** scores were slightly above the national averages, with Fall 2014 results being above the national averages, but slightly below Fall 2012. As can be seen in the “Closing the Loop” discussion later in this section of the report, faculty teaching the core statistics and operations research courses will continue to monitor performance in this area to assure that results remain at or above the norm.

Exhibit 5-3

Undergraduate Learning Goals Matrix

Learning Goals	ACC 201	ACC 211	CIS 201	CIS 429	FIN 380	LAW 231	MGT 286	MGT 340	MGT 364	MGT 487	MKT 350	MKT 450	QBA 237	MFAT
Graduates will														

demonstrate the ability to communicate effectively both orally and in writing.							X	X		X				
Graduates will demonstrate knowledge of the legal and ethical environment impacting business organizations and exhibit an understanding and appreciation of the ethical implications of decisions.								X		X				
Learning Goals	ACC 201	ACC 211	CIS 201	CIS 429	FIN 380	LAW 231	MGT 286	MGT 340	MGT 364	MGT 487	MKT 350	MKT 450	QBA 237	MFAT
Graduates will demonstrate an understanding of and appreciation for the importance of the impact of globalization and diversity in modern organizations.							X			X	X	X		X
Graduates will demonstrate an ability to engage in critical thinking by analyzing situations and constructing and selecting viable solutions to solve problems.									X	X		X		

Learning Goals	ACC 201	ACC 211	CIS 201	CIS 429	FIN 380	LAW 231	MGT 286	MGT 340	MGT 364	MGT 487	MKT 350	MKT 450	QBA 237	MFAT
Graduates will demonstrate an ability to work effectively with others.							X			X				
Graduates will demonstrate knowledge of current information, theories and models, and techniques and practices in all of the major business disciplines including the general areas of Accounting and Finance, Information Technologies, Management, Marketing, and Quantitative Analysis.	X	X	X	X	X	X	X	X	X	X	X	X	X	X

MBA Students

Overall MFAT scores for COB’s MBA graduates have fluctuated around the national norms since the fall semester of 2008. Early on in this time period, scores were above national averages for Fall 2008, Spring 2009, and Fall 2009, but then dropped below the norms for Spring 2010 and Spring 2011. Fall 2011 and Spring 2012 results were at the national mean; however they dropped slightly below that mean in Fall 2012 and Fall 2013. The 2014 results show a slight increase from 2013, pushing equal with the national mean. Brief comments on the results for each knowledge area are summarized below.

- **Accounting** results mirrored overall results from Fall 2008 through Spring 2013, but have fallen slightly below (1.6%) the national scores in Fall 2014.
- **Finance** results, which were slightly above the national norm for Fall 2011, Spring 2012, and Fall 2012, have fluctuated around those norms since the fall semester of 2008. Fall 2013 results mirrored the national mean. 2014 resulted in an increase (1.6%) above the national norm.
- Results in the **management** area were at or above the mean through Spring 2009 when national norm scores took an upward jump. Since that time, scores have been below the national averages and have trended downward. Scores for Fall 2013 and 2014 were slightly below the national mean.
- Results in the **marketing** area have mirrored the overall scores. As of Fall 2013, marketing scores were below the national norm. 2014 results show an increase, pushing slightly above the national mean (1.6%).
- As of Fall 2014, scores in the **strategy** area were below the national mean, having been at or below the norms since Fall 2008.

Outcomes: Closing the Loop

Appendix 16 contains summary tables showing the most recent success rates for COB’s undergraduate and graduate AoL initiatives. To be of value, however, adverse deviations from threshold rates must lead to corrective action planning. Together, it is the outcomes and corrective action plans that create continuous

improvement loops. Examples of corrective action plans for the undergraduate program and all six graduate programs, listed according to the semester in which the assessment occurred, are provided below.

Undergraduate Degree Program

ACC 201

- Fall 2012 - Faculty members feel comfortable that students are meeting assessment goals in most cases. Only three areas exhibited slight problems, and even in these areas 69% of the students did well.
 - One question involved the area of interpretation of financial statements—cash versus accrual basis. This is a very difficult item for students to understand and instructors have increased the coverage of accrual basis accounting versus cash basis in the class this spring semester. It was noted that results for this traditionally difficult question showed some improvement over prior years,
 - The second area involved a question where the definition of the subject matter has changed due to a “change” in GAAP due to “convergence” with International Accounting Standards. Faculty agree to devote more time in the future to discussing this “convergence” in GAAP with International Accounting Standards.
 - The final problem area involved revenue and expense recognition. Faculty members believe that students missed this question because they did not read accurately. They did not note the “date of the financial period” when preparing this journal entry. This is something covered during early part of the class. As a result, faculty agreed to reiterate the importance of noting the time period involved in the preparation of a journal entry closer to the assessment test.
- Fall 2013 - Faculty members feel comfortable that students are meeting assessment goals in most cases. Areas exhibiting slight problems and are addressed below.
 - The distractors on questions 9 and 10 are confusing and will be changed. We think that based on the “incorrect” answers, many students, while knowing how to calculate the answers on the problems, confuse which question is asking for which answer.
 - One word in the stem of question 11 will be changed—the word “costs” will be replaced with “expenses”.
- Additional improvements:
 - In Chapter 5 an additional problem was added to aid students in visualization of both the seller and purchaser’s sides of a transaction. The new problem was developed by the faculty teaching the class. The selling company and purchasing company engage in 4 merchandise transactions which are shown side by side to assist students see the differences in how each company records the transactions.
 - In Chapter 9 we added a column in all of the homework problems to help students grasp the concept of accumulated depreciation.
 - In Chapter 10 we expanded an assignment so that the entire payroll process is shown to aid student understanding.
- Fall 2014 - The group reviewed the results of the assessment questions from the fall 2014 semester. The most missed questions were reviewed and discussed.
 - Two of the three were the result of difficult topics including net cash flow and accrual basis of accounting. The third question related to the concept of expense recognition (matching) – the group discussed ways to continue to cover these topics to improve results in future semesters.
 - The ACC 201 Comprehensive Review Problems were also reviewed and student scores appeared to be quite satisfactory overall. The group discussed the lower rates associated with sections 2 and 3 were most likely due to the fact that many students had already attained the maximum amount of homework points needed to insure an A grade in the ACC 201 course. To better improve future response rates, the point value for the review problems in sections 2 and 3 has been increased to encourage participation from all students.

ACC 211

- Fall 2012 – Competencies for KB31 and KB32 (knowledge based skills) are below the pass rate. The ACC 211 Faculty will meet and discuss the issue and develop specific strategies for addressing this area. Increased emphasis will be added by (1) increasing the amount of time lecturing and demonstrating this information, (2) increasing the amount of outside work required of the students, and (3) increasing the number of questions on the assessment instrument related to these KB's. At present, the assessment is based on only one (1) question. By providing additional questions, a more accurate assessment of the students' grasp of these KB's will be obtained. Student performance on KB's 21, 22, 24, 25, 26, 28, 29 & 30 fall with the 60 - 80 percent pass rate. Efforts will be made to enhance student performance in these areas as well.
- Fall 2013 – Competencies for KB31 and KB32 (knowledge based skills) are below the pass rate. The ACC 211 Faculty will meet and discuss the issue and develop specific strategies for addressing this area. Increased emphasis will be added by (1) increasing the amount of time lecturing and demonstrating this information, (2) increasing the amount of outside work required of the students, and (3) increasing the number of questions on the assessment instrument related to these KB's. At present, the assessment is based on only one (1) question. By providing additional questions, a more accurate assessment of the students' grasp of these KB's will be obtained. Student performance on KB's 21, 22, 24, 25, 26, 28, 29 & 30 fell with the 60 - 80 percent pass rate. Efforts will be made to enhance student performance in these areas as well.
- Fall 2014 - During the 2014 year, substantive changes were made to the ACC 211 curriculum, resulting in a significant impact on the assessment results. Two full chapters of content and two additional KB's were added, while only one chapter was removed from the content coverage. Specifically, the chapter covering the Statement of Cash Flows and the chapter covering Financial Ratio Analysis were added to ACC 211, at the request of the Finance Department. The chapter on Process Costing was removed from ACC 211. Two additional KB's were added: KB27, Liquid Asset Management and KB36, Statement of Cash Flows (Indirect Method). It is believed that these changes were largely responsible for the fact that the overall average went from 74.8% in 2013 to 69.4% in 2014 (a 7.2% decline). Competencies for KB's 24, 29, 31, 32, and 36 are below the pass rate. The ACC 211 Faculty have met and discussed the issues.

CIS 201

- Fall 2012 - Comprehensive on-line cases were used to assess competencies in Fall 2012. Students had complete access to the case instructions and the case file in order to learn and practice the required material, prior to a required submission. Instructors allowed two submissions providing opportunities for the students to go over items missed and improve their learning. These results are from all 14 sections offered. 171 students were meeting in a lab classroom and 226 students were in online sections. In every assessment, the scores for the sections meeting in labs were higher than scores for students in online sections, though in no case were they below the pass rate. Instructors discussed the results at a meeting at the beginning of the Spring 2013 semester. Instructors agreed that despite numerous reminders of the opportunities to correct and resubmit work, and offers to review and provide assistance, many students are satisfied with the results from their first submission and choose not to correct and resubmit to improve their understanding and their scores. Instructors will continue to offer these opportunities. Scoring of the Cengage "Skills Assessment Manager" (SAM) Projects will be reviewed and revised for the new edition for Fall 2013.
- Fall 2013 - Comprehensive on-line cases were used to assess competencies in Fall 2013. New materials were adopted for Fall 2013 using Microsoft Office 2013 products. SAM Projects used for assessment were only available for Excel 1-4 and Access 1-4. Data was collected for assessment from SAM Excel Projects 1-4 and Access Projects 1-2. In subsequent semesters, SAM Projects will be available for the later chapters of Excel and will be utilized for assessment. Students had complete access to the case instructions and the case file in order to learn and practice the required material, prior to a required submission. Instructors allowed two submissions providing opportunities for the students to go over items missed and improve their learning. These results are from all 16 sections offered. Results are from 184 students meeting in a lab classroom

- and 249 students in on-line sections. The average scores this semester included students who did not complete the projects; in previous semesters some instructors did not include 0 scores in the averages. Including 0 scores more accurately reflects the overall performances. In all but one assessment, the scores for the sections meeting in labs were higher than scores for students in on-line sections, though in no case were they below the pass rate. Instructors agreed that despite numerous reminders of the opportunities to correct and resubmit work, and offers to review and provide assistance, many students are satisfied with the results from their first submission and choose not to correct and resubmit to improve their understanding and their scores. Instructors will continue to offer these opportunities. Instructor responses to the additional questions asked are submitted in a separate document.
- Fall 2014 - Excel scores improved slightly in 2014 from 2013 but Access scores decreased. The Access scores have fallen into or are close to the “informal discussion and continuous monitoring range.” Average compiled scores for the seated sections are higher than the scores for on-line sections. This has been considered and addressed by scheduling. There will be several changes made, during the Fall 2015 semester, with the addition of CIS 200 to the COB curriculum, and CIS 201 gaining an additional hour. CIS 200, while focusing on Problem Solving will provide opportunity for the students to engage with both Excel and Access problem solving tools. In CIS 201, students should already be familiar with Excel and Access and will use additional formulas and functions as the tools are presented in business case projects. 201 will have one classroom session per week with lecture and demonstration. One session each week will be held in the lab. It is anticipated that these changes in format and materials will provide a more contextual learning experience for the students. Results will be reported in the Assurance of Learning report Fall 2015.

CIS 429

- Fall 2012 – Students’ averages were below 80 percent in the following areas: e-business principles, IT and e-commerce, e-commerce, use of spreadsheet software for business problem-solving, managing business information, use of presentation software, and ethics and security in the use of IT. The instructors of CIS 429 will make an attempt to re-emphasize the concepts pertaining to the competency codes where the passing percentage was low. The faculty will also attempt to revise some of the competency code definitions to more accurately reflect changes in IT.
- Fall 2013 - The instructors of CIS 429 will make an attempt to re-emphasize the concepts pertaining to the competency codes where the passing percentage was low. The faculty will also attempt to revise some of the questions pertaining to the competency code definitions to more accurately reflect changes in IT.
- Fall 2014 - The instructors of CIS429 will make an attempt to re-emphasize the concepts pertaining to the competency codes where the passing percentage was low. The faculty will also attempt to revise some of the questions pertaining to the competency code definitions to more accurately reflect changes in IT.

FIN 380

- Spring 2012 – Assessment results seem to demonstrate that benefits continue to accrue from the accounting review and quiz that were implemented in 2011. Areas when pass rates were close to, or below, the 60 percent level include taxation, dividend policy, working capital management, and liquid asset management (the lowest with a pass rate of 57.6 percent). Since these areas are represented by only one question each on the common final examination, the course faculty members are considering adding questions with the objective of better sampling student knowledge.
- Fall 2012 - The accounting competencies all remain in the 60-80% pass rate. KB3 and KB16 are above 70% while SB1 and SB2 are at 64.5% and 62.4% respectively. The accounting quiz that was initiated in Spring 2011 has maintained pass rates above 60%. As far as overall results are concerned, there were six competencies that increased from Fall 2011 to Fall 2012 while 12

- competencies decreased. There are now four competencies below the 60% pass rate whereas there were two below that threshold in Fall 2011 and only one in Spring 2012. Because liquid asset management KB27 and dividend policy KB11 are represented by only one question each on the final exam, that number will be increased to assess whether students understand any part of the concepts. The results in cash flow analysis KB15 and tax competency KB59 have not been problems in the past, so we will simply monitor those areas to see if a trend is developing. In addition to the comprehensive exam results shown above, we also collected AACSB competencies from Connect homework this semester. (Questions vary by professor) Across two sections of 260 and 194 students, the Analytic category had pass rates of 82% and 80.1% respectively. Across one section of 260 students, the Analytical category had a pass rate of 75.4%, the Ethics category had a pass rate of 94.1% and the Reflective Thinking category had a pass rate of 82%.
- Fall 2013 - This is the first semester that we have no competencies below 60%. The accounting competencies all remain in the 60-80% pass rate. We are still using the accounting quiz that was initiated in Spring 2011 and will continue to do so in the future. Overall, ten competencies increased from Fall 2012 to Fall 2013 and eight decreased. Most of the changes were quite small with the exception of KB1 that went from 69.5% to 77.3%, KB10 that went from 70.1% to 63.4%, KB15 that went from 55.8% to 69.5%, KB27 that went from 48.0% to 60.8%, and KB59 that went from 58.4% to 64.1%. The only significant decrease was in Long term financing, and it will be closely monitored next semester. Some of the competencies are still represented by only one question each on the final exam, so the department is in the process of restructuring the exam and reallocating questions from one competency to another. The goal is to have no competencies with only one question on the assessment document. In addition to the comprehensive exam results shown above, we once again collected AACSB competencies from Connect homework this semester. (Questions vary by professor) Across four sections of students, the Analytic category had an average pass rates of 84.44%, the Ethics category had a pass rate of 83.01%, and the Reflective Thinking category had a pass rate of 68.53%. Connect homework
 - Fall 2014 - A procedural change was made in Fall 2014 whereby the department eliminated the mandatory comprehensive exam during finals week. In prior semesters, this 60-question exam served as the assessment document for all sections of the course. The new procedure allows each professor to embed identical assessment questions in mid-term exams with a total of 60 questions being administered. We expected the assessment results to potentially increase since the items are being assessed immediately following topical coverage rather than during finals week. Unfortunately, the expected increase in pass rates did not occur.

Another change for Fall 2014 involved a reallocation of the assessment questions across the topic areas with the primary purpose of assuring that all topics have more than one assessment question. The number of students completing the assessment questions changed as the semester progressed due to withdrawals. The largest number of responses was 466 and the smallest number of responses was 435. One question was overlooked in one section, so its response number was only 336.

The Finance Department faculty met to discuss the results and plan strategies for improvement. For the 12 items listed, the following trends were noted:

- one remained in the 80 percent pass rate
- two remained in the 70 percent pass rate
- five remained in the 60 percent pass rate
- one fell from the 80 percent pass rate to the 70 percent pass rate
- one fell from the 70 percent pass rate to the 60 percent pass rate
- one fell from the 60 percent pass rate to the 50 percent pass rate
- one increased from the 60 percent pass rate to the 70 percent pass rate.

Continued monitoring will occur for the topics with pass rates in the 60 percent region. The item of primary concern is Dividend Policy with a pass rate of 54.25 percent. This area had a pass rate of 61.94 percent in 2013, but has historically been an area where students struggle. It was the consensus of the faculty that each professor will increase the number of dividend related questions in homework assignments. In reviewing the assessment questions, it was also decided that three of the questions need to be rewritten for increased clarity.

LAW 231

- Fall 2012 – Faculty identified three areas that need attention. First, the average student score in the “International Law and Regulation of Commerce” area was 73%. The difficulty appears to be understanding the Foreign Corrupt Practices Act. Faculty will endeavor to focus more on the FCPA and its elements and proscriptions. Second, the average student score in the “Product Liability” area was 69%. The faculty believes that the difficulty appears to be the applicability of strict liability in tort in products cases. Faculty will attempt to emphasize the circumstances in which this doctrine is, and is not, applicable. Finally, the average score in the “Contract Law” area was 72%. The difficulty here appears to be the statute of frauds and its applicability. Faculty will find ways to emphasize the applicability of this doctrine through use of more examples in class. Student scores for the following items averaged 78%: SB5, SB9, VE5, and VE6. No specific actions were deemed necessary at this time for these areas, but faculty members will continue to closely monitor student performance.
- Fall 2013 – The faculty agreed to support a major simplification in the knowledge-based competency structure by developing a broader set of competencies. Ultimately, the new competencies were developed by aggregating the previously developed set of 26 competencies into 12 broader competencies. This new set of competencies reflects the same knowledge base as the previous set but provides a simpler and more manageable platform upon which to develop measures and report results. Faculty will continue to monitor the changes, the final exam average this fall was 75.51%.
- Fall 2014 – No significant changes have been made. Will continue to monitor.

LAW 332

- Fall 2012 – Results in most areas are above 70%. KB53, KB54, and SB5 topics will be examined and modified in presentation. Students performed better in VE5, but the faculty will continue to monitor this area.
- Fall 2013 – Most results were above 70%. KB54, SB5, and VE5 topics will be examined and modified in presentation. Improvements made, but will continue review.
- Fall 2014 - KB53, KB54, KB56, and VE5 topics will be examined and modified in presentation. Improvements were made, but will continue to review. KB44, SB5, topics will be examined and modified in presentation. Improvements were made, but will continue to review.

MGT 286

- Fall 2012 - After discussion among the MGT 286 teachers and identification of areas for improvement, the following steps are being followed for Spring 2013, in preparation for Fall 2013:
 - Since it appears that providing a Test Review did help increase rates of success, faculty will continue its use.
 - It appears that a disconnect exists between knowledge of the issue principles and the ability to apply the information to situations. Discussion will continue regarding whether or not this application should be further stressed in MGT 286 and, if so, how to help students apply knowledge learned about business communication issues.
 - Continued effort will be directed to identify the individual students' strength and weaknesses in knowledge and skills with consideration of number of international students, differences in class dynamics, and other issues.

- Some Assessment Test questions will be rewritten to avoid confusion and increase clarity.
- Feedback will be given more specifically to students in terms of how they can improve individually in oral presentations. When possible, more opportunity will be given to speak in front of the class with smaller projects in preparation for the final Oral Presentation.
- Information from Unit 1 regarding intercultural communication, high/low context cultural differences, diversity, team-building, and non-verbal communication will be 'reviewed and extended' and applied to the other oral and written communication assignments throughout the course, since this practice has been successful.
- Assessment Reports will be modified to show Number of Correct Responses rather than Number Missed, and the percentages will be calculated within the report. This will facilitate final assessment reporting.
- Percentages of Number of Correct Responses increased from Spring 2012 to Fall 2012, with nearly all responses well within the 80% benchmark. Improvement Steps from Spring 2012 have been followed and resulted in good improvement. Pre-test scores for all sections averaged 54%; Post-test scores averaged right at 80%.
- Results for Core Competency assessment were excellent; maintaining these results is the goal.
- Fall 2013 – Results for the competencies were discussed. All results were at 82% or higher. At this time, no significant action will be taken. Faculty will continue to monitor. A new textbook has been researched and ordered for Fall 2014, to allow for continuous improvement.
- Fall 2014 - The formal assessment of MGT 286 (Business Communication) was completed for the Fall, 2014, semester with pleasing results. All sections assessed showed high percentages of acceptable grades. Instructors continue to be overall happy with the teaching methods and materials used for the course.
 - Nevertheless, some concerns were discussed. First, the fall semester is when the vast majority of international students take MGT 286. Any lower scores were nearly always traced back to challenges international students have with the course material. Some students do not even speak English when they first take the course. However, teachers will continue to help them as much as possible.
 - Secondly, teachers were confused by the direction of the department head during this assessment period. He instructed us to NOT give a pre-test. Despite several teachers discussing the issue with him, his assertion was that it was too costly to give a pre-test. The concerns of the teachers included the skewing of the final scores, since they would not be compared to any earlier assessment of knowledge. In fact, results were confusing. Some teachers *did* give a pre-test (they may have had only one section); others did not participate at all in the assessment, and some teachers did *not* give a pre-test.
 - Next, at issue with the traditional assessment of the (usually) sophomores in the MGT 286 course is the Resume assignment. For many years, this has been a key component of students' preparation for Business Communication; the material has been presented by the Career Center and resumes have been graded (Pass/No Pass) very carefully by the Career Center professional. This year the new individual in charge of the Resume assignment for MGT 286 evidently does not want to grade the resumes after they have been peer-reviewed. Although he is supposed to be a Career Specialist, his decision was for the 286 teachers to grade the resumes. Discussion was that this is not in the best interests of the students.
 - Despite these concerns, faculty teaching MGT 286 were overall pleased with student progress and will continue to address the above concerns.

MGT 340

- Fall 2012 – The MGT 340 comprehensive final was reviewed and several observations resulted. First, approximately a dozen items combined high difficulty with low point bi-serials. The faculty agreed that some of these items represented content that was not addressed in all sections, so these

items were rewritten. It also was agreed to modify the next comprehensive final by changing these items and by limiting the response set to four instead of five alternatives to moderate the difficulty level of the exam.

- The faculty agreed to support a major simplification in the knowledge-based competency structure by developing a broader set of competencies. Ultimately, the new competencies were developed by aggregating the previously developed set of 26 competencies into 12 broader competencies. This new set of competencies reflects the same knowledge base as the previous set but provides a simpler and more manageable platform upon which to develop measures and report results.
- The Ethics Reflection Paper was reviewed and the grading of the ethics paper and the application of the ethics and written communication rubrics was discussed. The faculty decided to make no changes in the Ethics Reflection Paper assignment at this time but did discuss and clarify the application of the rubric, particularly the interpretation of the “Content” criterion in the Written Communications rubric. It was agreed that students did not automatically fail the Content criterion just because they did not meet expectations for all sections of the Ethics rubric. Students could pass the Content criterion even if they did not pass the Ethics rubric as long as most of the Ethics rubric met expectations and was satisfactorily written. Faculty also agreed that individual instructors could require appropriate referencing if they felt it was necessary. These changes appear to have produced more consistent results in the scoring of the ethics reflection paper as evidenced by the fact that approximately 70% of all students pass the ethics or written communications goals as measured with the reflection paper assignment.
- Fall 2013 – Most results were above 70%. There were a handful of topics that fell under 60%. The faculty looked at these KBs, along with the specific questions. The faculty made a few changes to the specific questions, to minimize confusion and increase clarity. There was significant emphasis on making sure that all faculty, teaching MGT 340, are teaching the same content areas each semester. The Ethics paper results improved from Fall 2012. Ethics Rubric: 83.17% met or exceeded expectations. Written Communication: 81.07% met or exceeded expectations. Faculty allotted more time working with students on the ethics content. Faculty will continue to monitor the new changes to see how they impact the students.
- Fall 2014 - The Management (MGT) 340 faculty looked over the results and did not see any areas of concern. However, there was/is discussion about revamping and updating MGT 340 as a whole. There is a concern that there is too much material in the course and that the material may need to be split into two courses, MGT 340 and MGT 341. The Management department has started the discussion and will continue it into 2015. The Ethics paper saw a 75.39% pass rate on the ethics goals, and an 81.59% pass rate on the written communications goal. The faculty were excited about that, however, there was still concern about the 24% and 20% of students, respectively, who did not pass.

MGT 364

- Fall 2012 - The combined results were shared and discussed with the MGT 364 faculty. The average correct responses ranged from about 85% to a low of 67%. There were two questions with low scores: one at 67% and the other approximately 69%, both of which were quantitative in nature. Since some students are threatened by quantitative concepts, faculty members decided to place more emphasis on the information covered by these two questions. Currently there are no plans to make any major substantive changes in the course.
- Fall 2013 - The combined results were shared and discussed with the MGT 364 faculty. The average correct responses ranged from about 92% to a low of 70%. Some students are threatened by quantitative concepts, faculty members decided to place more emphasis on this content. Currently there are no plans to make any major substantive changes in the course.
- Fall 2014 – Overall, the faculty teaching MGT 364 were very pleased with the results. However, there was concern with the number of new faculty teaching the course and the effect it had on

several assessment areas. The faculty continued to emphasize the importance of covering the key topics, in all sections. Continued monitoring will take place to make sure corrections are made during the upcoming semesters.

MKT 450

- Fall 2012 - Of the 11 questions used to assess learning in MKT 450, the only one that raises some concerns is question 2, which is related to the make-versus-buy decision. This question was only answered correctly by 42.9% of students. The plan to improve the performance on this question is to spend more class time devoted to the concept of a make vs. buy analysis and reiterate the fact that the goal is to reduce costs while maintaining customer service goals. For the remaining 10 questions, between 79% and 100% of the students answered them correctly, indicating that they seem to be learning the material in question.
- Fall 2013 - The assessment results from Fall 2013 classes are listed in table below, and the assessment questions are listed on the following 2 pages. Of the 11 questions used to assess learning in MKT 450, the only ones that raise some concerns are questions 2 and 4. Question 2 was only answered correctly by 68.2% of the students in the Fall semester of 2013, but this is a marked improvement from the 42.9% of students who answered the question correctly in the Fall semester of 2012. The plan to improve the performance on this question is to spend more class time devoted to the concept of a make vs. buy analysis and reiterate the fact that the goal is to reduce costs while maintaining customer service goals. Question 4 was only answered correctly by 63.6% of the students in the Fall semester of 2013, which is a decline from the 79.4% of students who answered correctly in the Fall of 2012. The plan to improve performance on this question is to spend additional class time devoted to explaining the difference between qualitative and quantitative forecasting. For the remaining 9 questions, between 77.3% and 100% of the students answered them correctly, indicating that they seem to be learning the material in question.
- Fall 2014 - Of the 11 questions used to assess learning in MKT 450, the only items that raised some concerns were questions 2 and 6. Question 2 was only answered correctly by 57.8% of the students in the Fall semester of 2014, and this is a decrease from the 68.2% of students who answered the question correctly in the Fall semester of 2013. The plan to improve the performance on this question is to spend more class time devoted to the concept of a make vs. buy analysis and reiterate the fact that the goal is to reduce costs while maintaining customer service goals. Question 6 was only answered correctly by 68.8% of the students in the Fall semester of 2014, which is a decline from the 77.3% of students who answered correctly in the Fall of 2013. The plan to improve performance on this question is to spend additional class time devoted to explaining the importance of supply chain management to a company's competitive advantage. For the remaining 9 questions, between 71.9% and 100% of the students answered them correctly, indicating that they seem to be learning the material in question.

MGT 487

- Spring 2012 – MGT 487 faculty members met and reviewed assessment results. Since results for all of the competency-based questions met the 60% threshold, no immediate action was taken. Several, however, were at the low end of the range, so faculty have identified areas of continuing concern and will strive to emphasize that material going forward. Separately, the faculty members are in the process of revising the critical thinking rubric. Several deficiencies in the existing document were identified and will be corrected in an effort to both simplify the procedure and to improve the relationship between the rubric and the attributes being measured.
- Fall 2012 – The consolidated data of the assessment administered in Fall 2012 were made available to all teaching MGT487 on January 29, and a meeting of faculty was held February 27 to review the results. Two questions on the instrument showed results below 60%. The question for KB94 seemed ambiguous and will be tweaked to address likely confusion. The question for VE7 seemed textbook-specific and will be replaced. Two items fell between 60% and 70%. The question for KB2A seems to have a vocabulary not identical in different textbooks and will be

- revised to include more general terms instead. The critical thinking rubric will be replaced to make it less confusing from an implementation point of view. Attention was also paid to items falling in the range of 70% to 80%. The question for KB2B seems to have a vocabulary not identical in different textbooks. A choice will be now offered in a/b form. Minor tweaking will be done to the question for KB85 but the question for KB90A seemed redundant and will be dropped. The questions for KB 90B and KB91 will remain as they are and will be monitored in future. All changes will be reviewed in April.
- Fall 2013 – Two items on the instrument showed results below 60%. The question for KB94 seemed ambiguous and will be tweaked to address likely confusion. Low scores on SB10 & SB11, critical thinking, possibly resulted from at least three observations: increasing number of international students who have difficulty applying theoretical concepts, similar deficiency among domestic students, and a general decline and attention of span that the entire academic community is witnessing. Much of it is beyond the control of this group of faculty. True remedies, if any, lie elsewhere. On our part, some of us will be discussing more cases in the class and also spend more time in providing feedback to students.
 - Six items fell between 60% and 80%. The questions for KB2A and 2B seem to have a vocabulary not identical in different textbooks. It will be revised to include a wider set of terms to ensure textbook-specific terminology does not compromise testing. KB85 is the most difficult competency to assess, and we all agreed that this is a true reflection of our students' either competency or their willingness to read those questions more carefully where the correct choice is not that obvious. The question for KB90A seemed redundant and will be dropped. The questions for KB90B and VE1B will remain as they are and will be monitored in future. In the meantime, a little more time will be devoted to clarifying the related concepts. Finally, low scores on SB29 seem to have resulted from the twin effects of a high number of international students who clearly lack presentation skills and a bit too stringent criterion that required at least "meets expectations" level on all four factors evaluated. We will be relaxing the criterion to now require "meets expectations" level on three factors to conclude that the learning goal of formal presentation has been met.
 - Fall 2014 - The MGT 487 Course Committee met in February and discussed AOL results.
 - All except four items showed satisfactory performance. A plan of action was developed to address the four items. Accordingly, definitions of concepts embedded in KB2A will be covered in more detail while teaching. Questions assessing KB85, KB94 and VE7 will be tweaked a little and revised questions will be used in the next cycle. A little more attention to these topics will be paid in the class discussion too.

MKT 350

- Fall 2012 – After discussing assessment results, the MKT 350 faculty concluded that many assessment questions need to be revisited and updated to reflect more current trends as noted in the text book; additionally, competency questions dealing with basic marketing theory need adjusting to be more encompassing and less situational specific (i.e. questions 1,4,10). These changes will be integrated into the course and the assessment instrument during the coming year.
- Fall 2013 – The MKT 350 faculty is in the process of accessing previous AOL question and updating to reflect more current trends as noted in the text book; additionally, competency questions dealing with basic marketing theory need adjusting to be more encompassing & less situational specific.
- Fall 2014 - MKT350 assessment questions are still a "work-in-progress", but close to being finalized. The MKT350 assessment questions were "revamped" and updated, fall 2013, to more current scenarios and to help alleviate cultural biases. On the whole, there is a noticeable increase in the level of cheating especially among international students. Much of this could be attributed to the widespread use of technology available (google, internet, cell phone, etc.). Addressing the percentages correct & improvement: the newer EBook does provide chapter quizzes and

personalized study plans per student. We have witnessed more and more students utilizing these study aids and will continue to emphasize the benefits thereof.

QBA 237

- Fall 2012 – During July 2012, the QBA 237 Assurance of Learning Core Assessment instrument was amended to better reflect the nature and content of the QBA 237 course material. The approach was within the scope of a remediation plan. Fall 2012 results show only one competency on which course faculty members need to have an informal discussion -- “variability and its measures” (KB126; 74.3%).
- Fall 2013 - All QBA competencies, except KB126, are at 80% and above pass rate. Although the competency (KB126 variability and its measures) did increase slightly from 74.3% in Fall of 2012 to 78.7% in Fall of 2013, it still requires QBA faculty to have an informal discussion because it's 1.3% shy of the 80% and above pass rate. We will continue to monitor and take appropriate action should any competency fall below 60% pass rate. At that time, we will develop appropriate action plan to address any weaknesses.
- Fall 2014 – There were no modifications of any competency questions. All QBA competencies are above 80%, which is above the pass rate. We will continue to monitor and take appropriate action should any competency fall below 60% pass rate.

MBA Degree

- Fall 2012 - The MBA Policy & Curriculum Committee met to discuss the AoL results from Fall 2012. The discussion included evaluating the importance of communication skills in the MBA program. The current rubric that assesses oral and written communication rates students based on their command of all dimensions included in the rubric (if a student falls short on a single dimension then they are judged as not meeting that particular learning goal). It was discussed that perhaps a more lenient approach should be taken whereby students could be rated as mastering the skill even if they fall short on a single dimension. It was also discussed as to whether or not all rubrics should be applied in the same way. The committee decided to ask faculty assessing each dimension to meet to discuss the following:
 - Variations in assessment data (or lack of)
 - Perfect assessment numbers
 - How rubric components can be applied more consistently
 - Usefulness of rubric
 - Possible curricular changes that could be made based on the assessment data
 - The results of discussions for each area assessed are summarized below.
 - Leadership - These are student generated numbers, and typically the students will not substantially criticize other team members unless there is a major problem. The committee discussed this issue and concluded that there is not much the faculty can do about it given the nature of the assessment tool and the metrics used. Furthermore, faculty do not teach these particular areas as part of the course; instead, they are derivative of the projects used, but not really a content area in their own right.
 - Ethics – Faculty members are satisfied with the current rubric and the current assessment of the students' ethical competency.
 - Communications - Several factors were identified that might account for variance in assessment data from section to section. First, there is a significant difference in the nature of the courses across the disciplines. Second, faculty members simply have different standards. Third, the standards specified in the rubrics are too general and lack objectivity; therefore, they are open to greater subjectivity/interpretation by faculty. Fourth, the number of international students in the courses may account for the variance, since internationals tend to perform more poorly and courses with a greater number of these students will have lower assessment scores. Finally, two faculty members provide feedback at steps in the development of the seminar paper. At various steps, they provide feedback and have students revise the

paper. Therefore, the final paper is better written because it has been revised several times. Other faculty members do not do this.

- Finally, faculty members agreed that they would like to keep the written and oral communications assessment scales in the current form. Rather than changing them to a compensatory nature, the faculty wants them to remain multiple hurdle in nature, where failure to demonstrate competency on any one criteria results in failure.
- Fall 2013 – The MBA Policy and Curriculum committee performed a thorough curriculum review this past semester and found some areas for improvement. The primary area that we are focusing our efforts on is increasing the focus on leadership in the program, initially through the Organizational Behavior class taught by the Management Department. We will be working with faculty this fall to see how best to accomplish this agreed upon goal. We also made recommendations in other areas and are currently developing a framework and guidelines to use in sharing our recommendations with the various departments that will be affected. This will be our focus in the fall of 2014.
- Fall 2014 - The MBA Policy & Curriculum Committee met to discuss the AoL results from Fall 2014. The discussion focused on the MFAT results for the MBA program. The committee closely examined the data from ETS. The data was verified by the Director of Assessment. Sample sizes were examined and data was interpreted based on the sample size numbers. Specific discussion items included:
 - In all areas except for accounting, the domestic sample performed well above the national mean. However, the international sample typically performs below the national mean but is trending upward. Although the national mean trend has been relatively flat over time, the MSU MBA overall trend line has experienced some variability but is on par with the national mean.
 - Specific subject areas were examined. MSU MBA students performed above the national mean in the areas of marketing, finance, and strategy.
 - It was decided that the accounting area in the MBA program was in need of monitoring. The MBA director was to speak with the professor teaching the core accounting course in the MBA program to see if changes have/should be made.
 - The committee specifically examined domestic student scores compared to the international sample. In all cases, domestic scores were higher (trending with the national mean). However, international scores are trending upward which the committee believes is due to strategic admission decision changes instituted since 2010. Increases in admission standards relative to verbal requirements for the GMAT are now required. This has resulted in a higher average GMAT (560) for the MBA program as a whole.
 - Domestic student MFAT scores were significantly above the national average.
 - One issue to be investigated is the ability to provide the MFAT to online MBA students. The committee felt that this population should be assessed on the MFAT. The MBA Director was to investigate this possibility by contacting ETS and working with the Director of Assessment to administer the MFAT to online MBA students.

EMBA Degree

- 2012 – (No data supplied)
- 2013 - To accommodate the EMBA program's accelerated format, and limited number of sections per year, Assurance of Learning data is collected in odd years and analyzed and discussed by the faculty during the Spring Semester of even years. At the conclusion of the Spring 2014 Semester, AOL results for 2013 were presented and discussed.
 - An analysis of the aggregate results suggest EMBA students are demonstrating acceptable behavior for five of the learning goals examined: 1) Leadership and Teamwork; 2) Ethics; 3) Written Communication skills, 4) Critical Thinking, and 5) Global Perspectives; however, a more detailed analysis of the data highlighted some areas of concern which were discussed by the EMBA faculty. These areas of concern ranged from areas where a high percentage, often one-hundred percent, of students was reported to have met or exceeded learning goals, to results from individual courses which were inconsistent with norms for a specific learning goal.

- Leadership and Teamwork – Faculty are concerned the current rubrics are not effectively assessing leadership and teamwork. In both areas, one-hundred percent of students reportedly demonstrated acceptable performance. For the former, leadership, many of the students are meeting, but not exceeding expectations, so there is clearly room for improvement in this area. For the later, Teamwork, the vast majority of students are reportedly exceeding expectations despite anecdotal evidence suggesting some individuals and teams are not performing well. The EMBA faculty believe the current assessment instrument, and the EMBA student profile, is contributing to the high percentage. EMBA students are almost exclusively Chinese, and EMBA faculty believe the “collective” orientation of these students is skewing outcomes. While there is a consensus something needs to be done, no formal recommendations were forthcoming from the faculty.
- Ethical Reasoning - AOL data for this learning goal is very encouraging with the vast majority of students (nearly 90%) meeting, or exceeding, performance expectations; however, in reviewing the data, there was a decided difference in performance in one particular course/section. During the faculty discussion of this outcome, it was pointed out this assessment was done very early in the EMBA students one-year program of study (3rd course), whereas other assessments were done much later in the year (on average 6.7 of 11 courses). Faculty believe cultural differences are influencing the Ethical Reasoning assessment; therefore, it was agreed to systematically measure this learning goal in the EMBA students, first, second, and third semesters in the next round of assessment.
- Oral Communication Skills - As noted in the footnote below, data for this learning objective was NOT collected during 2013. This Learning Objective will be assessed in back-to-back years, 2014 & 2015, to ensure the AOL cycle is completed twice in five years.
- Written Communication Skills – AOL data for this learning goal are concerning as only 76.8% met, or exceeded, acceptable performance. While the level of performance does not require an action plan, faculty believe students can, and should, do better in this area. This outcome is not unexpected as English is a second language for all of the EMBA students. As with Ethical Reasoning above, the EMBA faculty feel very strongly the timing of the assessment during the one-year program of study significantly impacts outcomes for this learning goal. While there is a general consensus among faculty increasing writing across the curriculum will help, the benefit will be most noticeable if this learning objective is measured later in the students one-year program of study. EMBA faculty will be encouraged to incorporate written assignments in all courses, and an effort will be made to collect outcome data as late as possible in the students program of study.
- Critical Thinking Skills – AOL data for this learning goal are concerning as only 76% met, or exceeded, acceptable performance; however, it is important to note a noticeable disparity between the two FIN 780 sections assessed – 65.6% vs. 85.0%. While both sections of FIN 780 were taught in the first semester, the former (65.6%) was the first 4-week block courses, whereas the later (85%) was the third 4-week block course. It is also important to note the later section consisted exclusively of students with a Finance Concentration. Given the noticeable difference, a systematic effort will be made to collect future Critical Thinking Skills AOL data in cohorts with varying concentrations, and if possible at different points in the one-year program of study.
- Global Perspectives – AOL data for this learning objective is very encouraging, since nearly 85% of the EMBA students met or exceeded acceptable performance. In some respects, this is not surprising as students in this program generally have experience and/or interest in international business. Further, EMBA faculty make a conscious effort to introduce global perspectives across the curriculum. In reviewing the results for this learning objective, it was observed we did not sample one of the Finance Concentration cohorts. Non-Finance concentration cohorts complete two “international” courses: International Finance, and International Marketing. As the substitution of an advanced finance class for the international marketing course might impact global perspectives, an effort will be made to sample different types (i.e., concentrations) of cohorts in the future.

***- NOTE: Due to miscommunication and/or misunderstanding AOL data assessing students professional oral communication skills were NOT collected. In light of this oversight, instructors teaching Seminar courses in 2014 will collect and review AOL data for this learning objective.**

MS in Computer Information Systems Degree

- 2012 - The MS CIS faculty discussed the following points with respect to assessments and assessment results. First, the purpose of the evaluation is to ensure that the learning goals we have defined are achieved. Second, student background and preparation within each cohort and for each course can vary considerably, as well as from cohort to cohort. Third, each course syllabus needs to be clear in order that student expectations are appropriate in terms of the depth of coverage for the course. Fourth, attention to prerequisites and preparation needs to be consistent in the application process. The program does not want to accept students that cannot be successful. Fifth, the faculty will continue to assess in courses offered every semester, since student progressions through the courses are mostly independent of each other. In general, student performance on all assessments was “acceptable.” The critical thinking competency dimensions related to context and interpretation achieved “acceptable” or above scores in the course in which they were evaluated during the Fall 2012 semester. In the reevaluation in a Spring 2013 semester course, student performance indicated continued emphasis was needed for these areas. The current instructor will address this with curriculum added targeting these dimensions. Faculty made the commitment to review the Assurance of Learning plan goals and implementation, particularly in relation to the competency dimensions evaluated in the courses they are teaching.
- 2013 - In general, student performance on all assessments was “acceptable.” The critical thinking competency dimensions related to context and interpretation achieved “acceptable” or above scores in the course in which they were evaluated. Faculty made the commitment to review the Assurance of Learning plan goals and implementation, particularly in relation to the competency dimensions evaluated in the courses they are teaching. (Have asked for more comments.)
- 2014 – No significant changes were made to the program or the program requirements. The students seem to be responding well to the questions and tools used. The MSCIS program will continue to monitor the data to make sure the students are heading in the right direction.

MS in Project Management Degree

- Fall 2012 – Goal 1a was assessed through the program examination given in the TCM 726 course during the spring and fall semesters. Goal 1a assesses knowledge of current management theory and techniques related to the five Project Management areas of focus. Goals 2a-5a are assessed through exercises in individual courses and are evaluated through the associated rubrics identified in the Program Assurance of Learning Plan. At this stage of the assessment process data for goals 2a-5a will be collected in the fall semester with the exception of goal 3a - critical thinking. Data for goal 3a will be collected in the spring semester given that TCM 750 is only offered in the spring. Data for goal 3a is not included in this report because the decision to continue collecting data was made after that course was taught last spring. The Departmental Graduate Committee provides oversight for the collection and analysis of assessment data for the Project Management Master’s Program.
 - The committee has reviewed the latest assessment data and remains generally pleased with the results at this stage in the collection process. In reviewing the 2011 data the committee had previously determined that project initiation and selection, and project close were associated with comparatively lower scores. After making this determination, instructors have begun to provide more emphasis on the project life cycle in their courses. Additional homework related to project selection and initiation and project close was added to TCM 701 during the Fall 2011 semester. Additional coverage and assignments concerning project close were also added to TCM 651 during the Fall 2011 semester. The 2012 data for Goal 1a indicates that Project Close has improved to 70% correct on the latest assessment exams compared to 62% on the spring 2011 exam. Project Initiation, Project Planning, and Project Execution results in 2012 are 65%, 65%,

and 68% respectively. The committee has concluded that these scores do not indicate a serious problem given the high level of rigor associated with the exam, but they will be monitored and discussed by the Graduate Committee and improvements will be made as needed.

- Data for goals 2a-5a were overall at a satisfactory level. Goal 2a – Problem Solving reported 64% correct for Fall 2012 as compared to 82% for the Fall 2011 semester. The sample size was very small for goal 2a and results cannot be considered a trend at this time. Goal 4a – Ethical Decision Making and goal 5a – Global Perspective were at 92% correct and 86 % correct respectively. Goal 3a – Critical Thinking will be assessed in the Spring 2013 semester and will be included in the next assessment report. The committee will continue to monitor and discuss the performance of all goals with results between 60% and 80% correct and will make changes as needed.
- Fall 2013 – Assessment data collected during 2013 is covered in this report. Goal 1a was assessed through the program examination given in the TCM 726 course. Goal 1a assesses knowledge of current management theory and techniques related to the five Project Management areas of focus. Goals 2a-5a are assessed through exercises in individual courses and are evaluated through the associated rubrics identified in the Program Assurance of Learning Plan. At this stage of the assessment process data for goals 2a-5a will be collected in the fall semester with the exception of goal 3a - critical thinking. Data for goal 3a will be collected in the spring semester given that TCM 750 is only offered in the spring. The Departmental Graduate Committee provides oversight for the collection and analysis of assessment data for the Project Management Master’s Program.
 - The committee has reviewed the latest assessment data and notes an improvement in the scores for Goal 1a. Project Selection continues to be slightly lower than the other categories. Additional emphasis has been placed on Project Selection over the last couple of years. The committee will continue to monitor the Project Selection and Initiation data and make further changes if needed. The 2013 data for Goal 1a indicates that Project Close has improved to 73% correct on the latest assessment exam compared to 70% on the Spring 2012 exam. Project Initiation, Project Planning, and Project Execution results in 2013 are 67%, 72%, and 71% respectively. The committee has concluded that these scores do not indicate a serious problem given the high level of rigor associated with the exam, but they will be monitored and discussed by the Graduate Committee and improvements will be made as needed. Ethics and Professional Responsibility scored 92% correct for 2013.
 - Data for goals 2a-5a were overall at a satisfactory level. All results for these goals were above 80%. Goal 2a – Problem Solving improved from 64% in 2012 to approximately 90% in 2013.
- Fall 2014 - Goal 1a was assessed through the program examination given in the TCM 726 course. Goal 1a assesses knowledge of current management theory and techniques related to the five Project Management areas of focus. Goals 2a-5a are assessed through exercises in individual courses and are evaluated through the associated rubrics identified in the Program Assurance of Learning Plan. At this stage of the assessment process data for goals 2a-5a will be collected in the fall semester with the exception of goal 3a - critical thinking. Data for goal 3a will be collected in the spring semester given that TCM 750 is only offered in the spring. The Departmental Graduate Committee provides oversight for the collection and analysis of assessment data for the Project Management Master’s Program.

The committee has reviewed the latest assessment data and notes that scores for goal 1a have remained stable and in the range of 70%-80% with the exception of Ethics and Professional Responsibility which has scored between 90% and 100% over the last two years. Project Selection and Initiation continues to be slightly lower than the other categories with a score of 70.1 % when averaging spring and fall data points. The committee has discussed opportunities for improving coverage of Project Selection and Initiation by adding coverage in selected courses. TCM 611, Product Design and Development, has recently added a team project that includes Project Selection and will continue with this assignment in the future. TCM 651, Cost Analysis for Project Management, already has significant coverage of Project Selection, but will investigate adding coverage of Project Initiation. TCM 701 will review coverage levels of Project Selection and Initiation and add coverage or emphasis

where possible. Additional course content in any of the Project Management courses that is introduced to improve coverage of Project Selection and Initiation will be documented and reported to the Graduate Committee by December 2015. The committee will continue to monitor the Project Selection and Initiation data and make further changes if needed. Project Planning, Project Execution, and Project Close results in 2014 ranged between 72% and 80%. The committee has concluded that these scores do not indicate a serious problem given the high level of rigor associated with the exam, but they will be monitored and discussed by the Graduate Committee and improvements will be made as needed. Data for goals 2a-5a were overall at a satisfactory level. All results for these goals were above 80%.

Master of Accountancy Degree

- Fall 2012 - All four graduate learning goals were met during the Fall 2012 semester. Consistent with the School's benchmarks set forth in the Graduate Program Assurance of Learning all graduate learning goals were assessed at higher than 80%. Therefore, there is no action required and the learning goals will continue to be monitored.
- Fall 2013 - All four graduate learning goals were met during the Fall 2013 semester. Consistent with the School's benchmarks set forth in the Graduate Program Assurance of Learning all graduate learning goals were assessed at higher than 80%. Therefore, there is no action required and the learning goals will continue to be monitored.
- Fall 2014 - All four graduate learning goals were met during the Fall, 2014 semester. Consistent with the School's benchmarks set forth in the Graduate Program Assurance of Learning all graduate learning goals were assessed at higher than 80%. Therefore, there is no action required and the learning goals will continue to be monitored.

Master in Health Administration (MHA) Degree

- 2012 – Assessment results
 - 1.a. BK&S HC Accounting: Learning Goal was not assessed due to course having just moved to Accounting department.
 - 1.b. BK&S HC Finance: 84% acceptable. Dr. Zhang feels current assessment is appropriate for identifying student's achievement of the Learning Goal for HC Finance.
 - 1.c. BK&S Operations: 92% acceptable. It was noted that the percentage of students meeting expectation in the performance dimensions for Operations appears to vary based upon the level of HC experience possessed by the students.
 - 1.d. BK&S Strategic Management: 94% acceptable. Assessment appropriate for Strategic Management.
 - 1.e. BK&S Quality: 75% acceptable. Assessment is appropriate for Quality. Dr. Karuppan identified some basic concerns in statistical and basic math skills. Advisement will put additional emphasis on not just meeting quantitative method prerequisites but in having the necessary quantitative skills to be successful in obtaining the related competencies from the course.
 - 1.f. BK&S Human Resources: 100% acceptable with no concerns identified in terms of assessment.
 - 2.a. Communications & Relations – Oral: 93% acceptable. Dr. Merrigan indicated that he intended to incorporate a peer evaluation into the performance dimensions for this Learning Goal.
 - 2.b. Communications & Relations – Written: 68% acceptable. Two of the students new to the program had significant difficulties with the writing assignment utilized for assessing this goal. While entire class is encouraged to utilize University resources including the Writing Center, need additional efforts to identify individual students with potential deficiencies in written communications. Two other students ignored required style/formatting requirements. Assessment was moved to MGT 705 due to changes in the assignment for MGT 701. Learning Goal was assessed again Fall 2012 in MGT 705, however, with similar results; 53% acceptable. Students continue to struggle with 'composition syntax & mechanics' and

‘following disciplinary conventions of sourcing & other guidelines’. One international student was below expectations in all performance dimensions. All remaining students who were rated below expectations only failed to meet expectations in one dimension; either ‘composition syntax & mechanics’ or ‘following disciplinary conventions of sourcing & other guidelines’. All except the one international student met expectations in ‘content’ and ‘structure & organization’. Discussed possibility of eliminating or de-emphasizing performance dimensions related to ‘composition syntax & mechanics’ or ‘following disciplinary conventions of sourcing & other guidelines’. Writing Center does not provide support for students in this area of concern.

- 2.c. Communications & Relations – Group Techniques: 88% acceptable and assessment deemed to be appropriate.
- 3.a. Leadership – Leadership Capacity: 100% acceptable. Dr. Zhang indicated that she did not feel the current performance dimensions were particularly valid for the Learning Goal and that consideration should be given to moving the assessment from FIN 788.
- 3.b. Leadership – Problem-solving: 100% (MGT 711) and 90% (FIN 788) acceptable. Discussed options to improve the assessment of the Leadership Learning Goals.
- 4.a. Professionalism - Ethical Reasoning: 100% acceptable
- 5.a. Health Care Environment – Diversity: 100% acceptable
- Assessment Revisions
 - HC Accounting – During the 2012 – 2013 academic year the HC Accounting course was moved from the Management Department to Accounting. As the anticipated course instructor Dr. Greer will review current Performance Dimensions for the HC Accounting Learning Goals and revise as appropriate. He indicated that embedded exam items will be utilized to assess the students’ knowledge and ability to apply current account principles to the health care environment.
 - Leadership – The Learning Goals related to leadership are currently assessed in FIN 788 and MGT 711. With the recent addition of Leadership Development, MGT 770, to the MHA program curriculum, however, the Committee decided that the Leadership Learning Goals should be assessed in MGT 770. Dr. Merrigan will review the existing guidelines for Leadership assessment and the current Performance Dimensions and revise as appropriate.
- 2013 – Assessment results
 - HC Accounting - Rubric and factors measured were updated. Factors 4, 5, and 6 require additional scrutiny since they ranged from 64.71% to 70.59%. Will include more handout materials, homework problems, cases and “online” face time.
 - Strategic/Quality MGT - MGT 600 was not offered in Fall 2013. Students who did not have operations background struggled with 2 of the 5 factors: Quality Function and Process Flows. Will continue with MGT 600 as pre-requisite and monitor.
 - Leadership - No action required at this time. Will continue to monitor.
 - Ethics - No action required at this time. Will continue to monitor.
 - HR/Diversity - No action required at this time. Will continue to monitor.
 - Finance – Capital Investment Decision making fell below 70%. Financial Condition analysis will be added to next cohort. Capital budgeting needs to be addressed. Plan will be to stress more with class and assign more practice problems. Financial Cond. Analysis fell below 60%. The faculty will be to stress more in class activities and assign more practice problems.
- 2014 – The MHA program is blessed to have high caliber students. At this time, no changes will be made. The faculty will continue to monitor the courses to make sure all the content is being covered adequately.

Executive Master in Health Administration (EMHA) Degree

- 2012 - Assessment Results

- 1.c. Business Skills and Knowledge (BS&K) Operations: 100% acceptable. Discussed the possible need to revise either the performance dimensions or possibly the assessment standards due the composition of EMHA Cohorts.
- 1.e. BS&K Quality: 95% acceptable. It was noted that the EMHA format did not allow variation and statistical process control to be covered in sufficient depth for testing. Assessment of Learning Goal was based upon the four remaining Performance Dimensions.
- Plan Review
 - The EMHA Assurance of Learning Plan was reviewed and discussed. Since the courses for the EMHA program will be slightly different than for the regular MHA degree program it was determined that the specific courses utilized in the assessment process should be identified. In addition, the Committee recognized that the delivery format, periodicity, etc. for the EMHA would be different. It was determined, however, that the Learning Goals should remain the same as for the regular MHA program although the courses utilized in the assessment may vary as might the specific performance dimensions.
- Assessment Revisions -
 - HC Accounting – As in the MHA, the instructor for the EMHA HC Accounting course Dr. Greer will develop the Performance Dimensions for the HC Accounting Learning Goals. As in the MHA, embedded exam items will be utilized to assess the students’ knowledge and ability to apply current account principles to the health care environment.
 - Leadership – The Learning Goals related to leadership in the EMHA program had previously been identified for assessment in FIN 788 and MGT 711. Given that Leadership Development, MGT 770, is a part of the EMHA program curriculum, the Committee decided that the Leadership Learning Goals should be assessed in MGT 770. Dr. Merrigan will review the MHA guidelines for Leadership assessment and develop the Performance Dimensions for the EMHA program.
 - Operations – Operations BS&K in the MHA program is being assessed in MGT 702. Since MGT 702 is not offered in the EMHA program, however, the decision last fall was to utilize MGT 701 for assessment purposes.
 - Communications – Oral & Written – In the MHA program Communications – Oral is being assessed in MGT 704 while Communications – Written is assessed in MGT 705. Given that the EMHA requires a major program project (MGT 760) with a presentation to both MSU EMHA administration and corporate sponsor representatives, it was determined that it would be appropriate to assess both the written and oral communications in MGT 760.
- 2013 - Assessment Results
 - HR – All results were above 80%. No action required at this time. Will continue to monitor.
 - Diversity - All results were above 80%. No action required at this time. Will continue to monitor.
 - Leadership - All results were above 80%. No action required at this time. Will continue to monitor.
 - Quality – All results were above 86%. Will monitor.
- 2014 – The EMHA program is blessed to have high caliber students. At this time, no changes will be made. The faculty will continue to monitor the courses to make sure all the content is being covered adequately.

Future AoL Plans

Although COB has an established and effective AoL plan, we strive for continuous improvement in that process. With this in mind, select changes and enhancements either are being discussed or are in the early stages of implementation. First, from an AoL process management perspective, changes intended to better pace the AoL process by placing more emphasis on implementation of corrective action plans and less emphasis on collecting assessment data from every student every semester. First, although MFAT testing will continue to take place every semester, beginning Fall 2013, the fall semester will become the primary time for course-specific assessment data collection in both undergraduate core and graduate classes. This will allow the spring semester to become the primary time for analysis of data and development of continuous improvement plans. Second, in an effort to improve both oral and written communication skills of COB graduates, we hope

to fund a communication laboratory. We envision that this lab, which will be open to all COB students, will be available on either an ad-hoc basis or assigned when specific corrective action is required. The addition of the “Student Success Center”, tentatively scheduled to open Fall 2017, is anticipated to house the new communications lab.

Knowledge-Based Competencies:

- KB1** Financial markets and institutions.
- KB2** Consequences of acquisitions, divestitures, mergers, and strategic alliances.
- KB3** Financial statement ratio analysis and performance analysis.
- KB4** Time value of money concepts.
- KB5** Risk and return relationships.
- KB6** Basic investment concepts of saving and retirement planning.
- KB7** Organizational forms and structures and the basic relationship between business organizational forms and financial structures and the law.
- KB8** Corporate form of organization including stock issue consideration, dividends, and retained earnings.
- KB9** Bond and stock valuation.
- KB10** Long term financing, including securities offerings, leasing, bonds, and stock.
- KB11** Dividend policy
- KB12** Investment activities by a business including debt investments, stock investments, and valuation and reporting of investments.
- KB13** Capital budgeting tools. (Conceptual constructs and applications)
- KB14** Working capital management.
- KB15** Cash flow analysis.
- KB16** The basic financial statements, including preparation, statement analysis, and the effect of transactions on financial statements.
- KB17** The accounting cycle process and related internal control concept.
- KB18** Major Balance Sheet classifications and the working relationships among those classifications.
- KB19** Revenue and expense recognitions concepts, emphasizing accrual basis accounting and the difference between accrual basis and cash basis accounting.
- KB20** A basic understanding of accounting concepts including: matching, revenue recognition and income tax implications in financial accounting.
- KB21** The difference between Financial and Managerial Accounting.
- KB22** Cost behavior patterns.
- KB23** Basic product costing issues, including Job-Order Costing, Cost Allocation Methods, and Activity-Based Costing
- KB24** The difference between Variable and Absorption Costing.
- KB25** Relevant Costing.
- KB26** Budgeting issues, including Master Budgeting, Flexible Budgeting, and Capital Budgeting.
- KB27** Liquid asset management.
- KB28** Cost-Volume-Profit analysis.
- KB29** Break-even analysis.
- KB30** Sales mix analysis.
- KB31** The decision to add or delete products, services, or departments.
- KB32** Make-or-buy decision process. (Lease-or-buy decision analysis)
- KB33** Sunk costs or past costs.
- KB34** Transfer pricing.
- KB35** Intellectual property rights and information technology law.
- KB36** American judicial system and international differences.
- KB37** Alternative dispute resolution options.
- KB38** Constitutional law and its impact on business.
- KB39** International legal agreements and their impact.
- KB40** Torts, negligence, and strict liability.

- KB41** Business crimes.
- KB42** Basic concepts of product liability.
- KB43** Contract law.
- KB44** The Uniform Commercial Code.
- KB45** Administrative law.
- KB46** Labor law.
- KB47** The legal concepts of the employment relationship.
- KB48** Antitrust law.
- KB49** Consumer law.
- KB50** Environmental law.
- KB51** Commercial paper, draft types, and promissory notes.
- KB52** Transferability and negotiation.
- KB53** Holders, Holders in due course, and holders through a holder in due course.
- KB54** Liability and discharge of debt.
- KB55** Banking systems and the flow of commercial paper through it.
- KB56** Secured transactions.
- KB57** Basic rights of Debtors and Creditors.
- KB58** Bankruptcy laws.
- KB59** Tax implications of financial decisions.
- KB60** Principles of perception and how perception impacts attitudes, judgment, behaviors, & workplace decisions.
- KB61** Work motivation principles and theories.
- KB62** Different forms of job design and the impact of job design on motivation and efficiency.
- KB63** Principles of group behavior and work team dynamics.
- KB64** Principles of conflict and power within organizations.
- KB65** Principles of negotiation.
- KB66** Basic approaches to and models of leadership and leader behaviors.
- KB67** Impact of reward systems on behavior and effectiveness.
- KB68** The dynamics of the process of organizational change including sources of resistance to change and methods and techniques for effectively implementing change.
- KB69** The basic concepts of organizational development including philosophies, techniques and methods, and its relationship to continued effectiveness.
- KB70** The behavioral implications and complexities involved in international business, especially as it regards perception, motivation, group dynamics, leadership, and organizational cultures.
- KB71** Concepts of organizational missions and objectives.
- KB72** Strategic human resource management and high-performance work practices as sources of competitive advantage.
- KB73** Performance measurement, individual performance evaluation, and performance feedback.
- KB74** Employee training program development, including techniques of assessment and evaluation.
- KB75** Employment planning, job analysis, job descriptions, and job specifications.
- KB76** Staffing principles including recruiting, screening, and selection techniques and tools.
- KB77** Compensation basic principles including internal and external equity, job-based and skill-based systems, pay for performance issues, and benefit systems and programs.
- KB78** Employee rights and responsibilities in the workplace including privacy rights, health and safety, ethical treatment, job rights, etc.
- KB79** Employment law including the basic laws governing the employment relationship including labor laws, laws relating to worker safety and health, laws relating to pay and benefits, etc.
- KB80** Employment discrimination and fair employment practices including knowledge of the basic federal legislation as applied to staffing and otherwise managing employees.
- KB81** History and evolution of management theory.
- KB82** Impact of external environments on organizations.

- KB83** Managerial functions and managerial roles.
- KB84** Organizational culture including its meaning, its origins, its components, and its impact on individual and organizational outcomes.
- KB85** Complexities of global business decision-making including legal, political, economic, and cultural issues.
- KB86** Basic principles of diversity and how diversity impacts the organization.
- KB87** Principles and guidelines for conducting and effective meeting.
- KB88** Knowledge of international culture(s) and how they differ from the U.S.
- KB89** Decision making process, decision-making styles, and threats to rational decision making.
- KB90** Strategic management process including the SWOT analysis.
- KB91** The principles of organizational strategy including strategy at corporate and business unit level, and the principles of competitive advantage.
- KB92** Environmental scanning and benchmarking
- KB93** Forecasting and budgeting.
- KB94** Concepts of organizational structure and the impact of different types of designs and structures on organizational outcomes.
- KB95** Quality and work process improvement programs including business process re-engineering and total quality n initiatives.
- KB96** The general concepts and terminology of marketing
- KB97** Marketing strategy development principles.
- KB98** Operations performance management including measures of productivity, efficiency, time-to-market, delivery reliability lead time, and similar measures.
- KB99** E-business principles.
- KB100** The role of the product in marketing including product definitions, product categories, innovator categories, and the cost, importance, and types of packaging.
- KB101** New product development, the product lifecycle, innovator categories, and marketing strategies in the lifecycle stages.
- KB102** Brand categories and alternative branding strategies.
- KB103** The components of a marketing plan.
- KB104** Distribution channel decisions evaluating the efficiency of intermediaries, alternative channels for different product categories and lifecycle stages, channel decision and channel strategy.
- KB105** The role of promotion in marketing strategy including the different forms of promotion, the effects of promotion on profitability, price, and distribution, and how promotion yields brand loyalty, market control, product differentiation, and positioning.
- KB106** The role of advertising in a marketing strategy.
- KB107** The sales process, including sales management, sales forecasting, and sales promotion plans and goals.
- KB108** The role of publicity and public relations in marketing.
- KB109** The role of logistics and transportation in marketing strategy.
- KB110** Pricing and its role in the development of a cohesive marketing strategy including pricing's impact on image and demand, the economic theory of pricing, financial concepts and pricing, stages of the pricing process, and pricing and the product lifecycle.
- KB111** Consumer behavior and its role in marketing strategy development including theories of consumer behavior, consumer roles and categories, and stages of the consumptive process.
- KB112** Business-to-business marketing, pricing policies and product concepts, and the industrial market, market strategies unique to the industrial market, and industrial marketing channels including e-business.
- KB113** International marketing, differences in international markets and cultural dimensions in international marketing.
- KB114** Concepts and roles of the purchasing functions.
- KB115** Issues involved in the implementation of international marketing strategies.

- KB116** The basics of supply and demand.
- KB117** The theory of production, including marginal products and diminishing returns.
- KB118** Cost theory including fixed and variable costs and concepts of marginal cost.
- KB119** Consumer behavior and utility theory.
- KB120** Demand elasticity and marginal revenue concepts.
- KB121** Theory of the firm, including market power, perfect competition, monopolies, and oligopolies.
- KB122** Labor markets, including labor supply and labor demand, employment, and unemployment, and the impact of different policies on labor markets.
- KB123** Algebra, including number systems, mathematical properties, equations and inequalities, and functions and their graphs including polynomial and rational functions, and exponential and logarithmic functions.
- KB124** Basics of probability theory
- KB125** Descriptive statistics and data analysis; including frequency distributions, bar charts and graphs, and descriptive statistics including measures of central tendency and percentiles.
- KB126** Variability and its measures, including variance and standard deviation.
- KB127** Hypothesis development, including the research process, problem definition.
- KB128** The quality and appropriateness of research instruments and procedures.
- KB129** Hypothesis testing including sampling, confidence intervals, and hypotheses testing using appropriate statistical tools.
- KB130** Correlation and regression analysis, including the assumptions, objectives, and procedures of correlation and regression analysis.
- KB131** Basic concepts of demand forecasting for planning purposes.
- KB132** Strategic role of operations management in competitive advantage.
- KB133** Decision theory and risk.
- KB134** Total quality management and continuous improvement.
- KB135** Statistical process control methods.
- KB136** Capacity planning.
- KB137** Master planning and production scheduling.
- KB138** Supply chain management.
- KB139** Inventory management and inventory control systems and JIT systems.
- KB140** Short-term scheduling process and techniques such as job shop and related topics.
- KB141** Techniques and models of project management.
- KB142** Operations planning tools including scheduling, breakeven analysis, linear programming, queuing theory, probability theory, marginal analysis, simulation, and similar tools.
- KB143** Research tools and data sources, including finding necessary job-related information and data using library search tools, the Web, and other data sources.
- KB144** History of computer technology.
- KB145** Hardware platforms (PC, mini, mainframe, e.g.), basic hardware components and their functions.
- KB146** Function and use of system software.
- KB147** Primary categories and use of programming languages.
- KB148** Primary categories and use of application software.
- KB149** Telecommunications and networks and their roles within the organization.
- KB150** The role and use of the Internet and Intranets in organizations.
- KB151** System and modeling concepts, system components, performance and standards, variables and parameters.
- KB152** Input, processing and output, feedback concepts.
- KB153** Transaction processing systems, management information systems, decision support systems, artificial intelligence and expert systems, enterprise resource planning (ERP) systems, groupware, distinctions and concepts.
- KB154** Systems development process including analysis, design, implementation, maintenance and review.

- KB155** IS role within organizational initiatives such as re-engineering, continuous improvement, total management, outsourcing and downsizing.
- KB156** IT contributions to competitive advantage including return on investment and the value of information systems.
- KB157** Roles and activities of IT professionals.
- KB158** IT and its relationship to e-commerce.
- KB159** Database concepts, data warehousing, data mining, and e-commerce.

Skills-Based Competencies:

- SB1** Interpret financial statements including the balance sheet, income statement, statement of retained earnings, and statement of cash flow.
- SB2** Interpret financial ratios.
- SB3** Perform time value of money calculations and use them in decision-making.
- SB4** Develop a simple budget.
- SB5** Recognize legal exposure in the legal environment.
- SB6** Apply principles of motivation and leadership to deal effectively with workplace problems.
- SB7** Apply the principles of conflict management in work settings.
- SB8** Handle a customer/employee complaint in a positive effective manner.
- SB9** Recognize common workplace problems such as discrimination, harassment, and employee discipline problems that need to be addressed.
- SB10** Integrate different functional areas (finance, marketing, etc.) to address organizational decision-making.
- SB11** Conduct an external and internal environmental analysis of an organization.
- SB12** Work together effectively in group settings.
- SB13** Solve algebraic equations and inequalities.
- SB14** Solve problems involving the calculation of areas, volume, etc.
- SB15** Solve and graph problems involving exponents, logarithms, and their functions.
- SB16** Critically evaluate statistical claims.
- SB17** Perform statistical tests involving correlations, t-tests, and regression and interpret results.
- SB18** Analyze data sets and identify trends and relationships using appropriate statistical tools.
- SB19** Effectively use IT and related applications as business research tools or resources.
- SB20** Effectively use word processing software to develop written documents.
- SB21** Use spreadsheet software to plan, analyze, design, develop, and test solutions to business problems.
- SB22** Use database software to manage (store, manipulate, and retrieve) business information in the support of the organizational decision making process.
- SB23** Use presentation software to effectively communicate business ideas and concepts.
- SB24** Develop a web page to convey or communicate ideas or concepts.
- SB25** Construct effective written communication using proper organization, structure, grammar, punctuation, and spelling.
- SB26** Apply appropriate strategies for communicating with diverse audiences to avoid language biases and stereotypes.
- SB27** Select document formats based on content and/or appropriate communication channel (verbal, written, electronic), and organize the content of business documents in a logical, effective order considering the purpose of the document and the audience.
- SB28** Develop an effective personal resume.
- SB29** Make a formal, organized, effective presentation to a group.
- SB30** Effectively express one's ideas to other members of a group.
- SB31** Demonstrate appropriate job interview behavior.

SB32 Calculate break-even points and target volume levels.

Values- and Ethics-Based Competencies:

- VE1** Knowledge of business ethics and value-based management.
- VE2** Knowledge of the value of diversity within the organization and awareness of the unique contributions of all individuals.
- VE3** Awareness of the obligation to and importance of treating all organizations members and stakeholders with respect and dignity.
- VE4** Awareness of issues of privacy in dealing with employees and other business constituents.
- VE5** Understanding the legal and ethical constraints in business decision-making.
- VE6** Understand the issues of ethics and security in the use of information and related technology.
- VE7** Understanding different views towards and levels of social responsibility and the relationship between social responsibility and organizational outcomes.

APPENDIX 14 LEARNING GOALS AND ASSESSMENT OUTCOMES BY PROGRAM

COB Undergraduate Core Course Learning Goals and Assessment Outcomes

Undergraduate Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Graduates will demonstrate the ability to communicate effectively both orally (o) and in writing (w).	MGT 286(O) MGT 286(W) MGT 340(W) MGT 487(O)	Presentation evaluated with a rubric designed to assess performance on oral presentation; reflective paper evaluated with a rubric to assess written work	99% 99% 70% 85%	99% 99% 81% 62%	100% 100% 82% 95%		
Graduates will demonstrate knowledge of the legal and ethical environment impacting business organizations and exhibit an understanding and appreciation of the ethical implications of decisions.	MGT 340 MGT 487	Reflective, rubric-assessed paper in which students describe models of ethics analyzing their own values and ethics; also multiple choice questions embedded in course exams	66%	83% 85%	75% 87%		
Graduates will demonstrate an understanding of and appreciation for the importance of the impact of globalization and diversity in modern organizations.	MGT 286 MGT 487 MKT 350	Multiple choice questions embedded in course exams	90% 74% 82%	89% 89% 78%	90% 75% 85%		
Graduates will demonstrate an ability to engage in critical thinking by analyzing situations and constructing and selecting viable solutions to solve problems.	MGT 364 MGT 487 MKT 450	Case assignment requiring environmental and internal analysis with recommendations assessed with a critical thinking rubric; also multiple choice questions embedded in course exams	78% 69% 82%	78% 52% 87%	78% 87% 85%		
Graduates will demonstrate an ability to work effectively with others.	MGT 286 MGT 487	Group project assessed with a rubric designed to measure peer performance in teams	94% 96%	99% 84%	81% 97%		

Undergraduate Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Graduates will demonstrate knowledge of current information, theories and models, and techniques and practices in all of the major business disciplines including the general areas of Accounting and Finance, Information Technologies, Management, Marketing, and Quantitative Analysis.	ACC 201	Multiple choice questions embedded in course exams and case analyses	84%	79%	84%		
	ACC 211		70%	73%	69%		
	CIS 201		84%	82%	84%		
	CIS 429		79%	74%	79%		
	FIN 380		69%	74%	69%		
	LAW 231		81%	76%	78%		
	MGT 286		88%	91%	79%		
	MGT 340		64%	63%	73%		
	MGT 364		78%	84%	80%		
	MGT 487		76%	73%	75%		
MKT 350	83%	80%	81%				
MKT 450	86%	87%	85%				
QBA 237	84%	84%	86%				

MBA Learning Goals and Assessment Outcomes

Master of Business Administration Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Students will demonstrate knowledge of current theory and techniques using a nationally-normed exam and/or internal measures.	MFAT	MFAT	See Discussion				
Students will exhibit leadership capacities in a group project.	MGT 767	A rubric designed to assess leadership capacities is employed in conjunction with a strategy simulation activity.	92%	86%	87%		
Students will exhibit appropriate group techniques and teamwork skills for facilitation of effective performance.	MGT 767	A rubric designed to assess teamwork skills is employed in conjunction with a strategy simulation activity.	92%	86%	91%		

Master of Business Administration Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Students will exhibit professional oral communication skills.	Seminars	Course project consisting of a report and presentation with presentation evaluated with a rubric designed to assess performance on oral presentations and report.	95% 58%	100%	100%		
Students will exhibit professional written communication skills.	MGT 764 Seminars	Course project consisting of a report graded with a rubric designed to assess written work	58% 98%	63% 100%	64% 91%		
Students will analyze cases and/or problems and apply appropriate research, problem solving, and/or decision making skills.	FGB 780	A rubric designed to assess students' abilities to analyze information, solve problems, and make decisions is used to evaluate student performance on a financial analysis case.	80%	90%	84%		
Students will integrate global issues into business decision making and/or evaluate global events for their effect on business opportunities and goals.	MKT 764/774 MGT 747 FIN 682	Cultural, political, legal and social factors are assessed with essay exam questions and a research paper on an international topic is evaluated with a rubric designed to assess understanding of decision making in a global environment.	78% 81% 75%	75% 86% 89%	95% 100% 83%		

EMBA Learning Goals and Assessment Outcomes

Executive Master of Business Administration Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			2012	2013	2014	2015	2016
Students will demonstrate knowledge of current theory and techniques using a nationally normed exam and/or internal measures.	MFAT	MFAT	See MFAT Discussion				
Students will exhibit leadership capacities in a group project.	MGT 767	A rubric designed to assess leadership capacities is employed in conjunction with a strategy simulation activity.		100%	n/a		

Executive Master of Business Administration Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			2012	2013	2014	2015	2016
Students will exhibit appropriate group techniques and teamwork skills for facilitation of effective performance.	MGT 767	A rubric designed to assess teamwork skills is employed in conjunction with a strategy simulation activity.	(No data provided for AY2012-13)	100%	n/a		
Students will incorporate ethical reasoning in business decisions and evaluate those decisions with regard to their impact on the environment and/or stakeholders.	MKT 772 CIS 761	Ethical reasoning concepts are discussed via a lecture and a group project with assessment of understanding accomplished with examination questions.		76% 98%	94% 95%		
Students will exhibit professional oral and written communication skills.	CIS 790 FIN 790 MGT 790 MGT 764 MKT 790 MGT 764 MKT 750	Course project consisting of a report and presentation with presentation evaluated with a rubric designed to assess performance on oral presentations; and report graded with a rubric designed to assess written work.		74%	84%		
Students will analyze cases and/or problems and apply appropriate research, problem solving, and/or decision making skills.	FGB 780	A rubric designed to assess students' abilities to analyze information, solve problems, and make decisions is used to evaluate student performance on a financial analysis case.		75%	84%		
Students will integrate global issues into business decision making and/or evaluate global events for their effect on business opportunities and goals.	MKT 774 MGT 747 FIN 682	Cultural, political, legal and social factors are assessed with essay exam questions and a research paper on an international topic evaluated with a rubric		85%	75%		

MSCIS Learning Goals and Assessment Outcomes

Master of Science in Computer Information Systems Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			2012	2013	2014	2015	2016
Graduates will be able to communicate effectively both orally and in writing in a variety of audiences.	CIS 748 CIS 734	Information security project requiring paper and presentation evaluated with both rubrics designed to assess oral presentation and writing abilities.	90% 100%	90% 100%	100% 97%		
Graduates will be able to demonstrate critical thinking by analyzing situations and by constructing and selecting solutions to problems.	CIS 738	Student performance on an IT project/case is graded with a rubric designed to assess critical thinking skills.	100%	100%	85%		
Graduates will be able to understand and appreciate the importance of the impact of effective leadership in modern organizations.	CIS 752	Leadership simulations are assessed with a rubric designed to evaluate leadership abilities.	100%	100%	100%		
Graduates will be able to understand and appreciate the legal and ethical environment impacting individuals as well as business organizations and have an understanding of the ethical implications of decisions.	CIS 747	A project paper dealing with IT legal issues is assessed with a rubric designed to measure students' understanding of the legal and ethical environment of information technology.	n.a.	n.a.	n.a.		
Graduates will have a fundamental knowledge of Information Technologies which affect organizational processes and decision-making.	CIS 746	Selected assignments and projects are assessed with a rubric designed to assess student understanding of organizational processes and decision making from an IT perspective.	100%	100%	n.a.		

MAcc Learning Goals and Assessment Outcomes

Master of Accountancy Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			2012	2013	2014	2015	2016
Graduates will apply enhanced analytical skills to resolve complex problems.	ACC 705 ACC 613	A comprehensive error correction project and several cases all assessed with a rubric developed to measure critical thinking abilities.	87.2%	88%	88%		
Graduates will understand the legal, regulatory, and professional environment of accounting.	ACC 790 ACC 703	A position paper and comprehensive case are assessed with a rubric designed to measure various aspects of professionalism.	93.1%	92%	94%		
Graduates will demonstrate professional verbal (v) and written (w) communication skills.	ACC 703 ACC 790	4 oral presentations are assessed with a rubric designed to evaluate verbal communication skills; and 2 article summaries are assessed with a rubric designed to measure with written communication competency. 10 homework assignments are graded on grammar, spelling and flow.	89.7% (v) 93.1%(w)	90% (v) 89%(w)	90% (v) 90% (w)		
Graduates understand the ethical expectations of the accounting profession including the ability to recognize and respond appropriately to ethical dilemmas.	ACC 790	Completion of the DIT2 at the beginning and end of the semester provides quantitative measures for each student's principles.	100%	92%	100%		

MS in Project Management Learning Goals and Assessment Outcomes

Master of Science in Project Management Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			2012	2013	2014	2015	2016
Students will demonstrate knowledge of current management theory and techniques related to the five project management areas of focus; selection and initiation, planning, execution and control, close, and ethics and professional responsibility.	TCM 726	Multiple choice questions designed to assess student learning related to this goal are embedded in course examination questions.	71%	75%	77%		
Students will demonstrate Project Management problem solving skills through assigned coursework.	TCM 651 TCM 645	Coursework involving computational problem solving as applied to project performance is evaluated with a rubric designed to assess problem solving abilities.	64%	91%	92%		
Students will analyze cases and/or problems and apply appropriate Project Management research, critical thinking, and/or decision making skills.	TCM 750	A rubric designed to assess critical thinking abilities is employed in conjunction with the analysis of case studies and/or term projects.	To be assessed Spring13	88%	100%		
Students will analyze cases and/or problems and identify or incorporate ethical reasoning into solutions.	TCM 710	Student analysis of a case study that examines an ethical dilemma is evaluated with a rubric designed to assess ethical reasoning abilities.	92%	86%	89%		
Students will analyze and evaluate the effect of global issues on Project Management opportunities and methods by conducting research or analyzing cases related to the topic.	TCM 701	A rubric designed to assess student understanding of the global business/economic environment is used to evaluate performance on a term paper that examines virtual project teams on a global scale.	86%	96%	100%		

MHA Learning Goals and Assessment Outcomes

Master of Health Administration Degree Learning Goals	Assessed In	Assessment Tools	Percentage of Students Meeting Goal				
			2012	2013	2014	2015	2016
Students will demonstrate the knowledge and ability to apply current business/operational principles to the health care environment using internal measures involving assessment indicators and/or embedded exam items.	ACC 688 FIN 788 MGT 702 MGT 705 MGT 711 MGT 704	Multiple choice questions embedded in course exams. * First semester in SOA; no assessment	* 84% 92% 94% 75% 100%	100% 75% 86% 88% 77% 100%	100% 100% 100% 100% 93% 100%		
Students will demonstrate the ability to communicate clearly and concisely within context of professional health care environments.	MGT 704 MGT 705 MGT 705	Performance on a major in-class presentation is evaluated with a rubric designed to assess oral communication abilities, while a research paper assessed with a written communication rubric.	93% 53% 88%	100% 88% 94%	100% 100% 100%		
Students will exhibit the knowledge regarding various attributes of leadership and demonstrate the capacity for leadership roles in a health care organization.	FIN 788 FIN 788 MGT 711 Moved to MGT 770	Major research project and individual assignments are assessed with a critical thinking rubric.	100% 90% 100%	100% 100% 100%	100%		
Students will understand the ethical implications of decision-making and recognize ethical dilemmas.	MGT 701 Moved to 703	Fifteen-page paper with 3 pages devoted to one or more ethical issues is evaluated with a rubric designed to assess ethical reasoning skills.	100%	100%	100%		
Students will have an understanding of healthcare issues, trends and perspectives related to diversity, e.g. aging, underserved populations, etc.	MGT 703 Moved to 704	Multiple choice questions embedded in course exams.	100%	100%	100%		