***Business Administration, BBA***

*School of Management*

**AY 2011-12**

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## Assessment information collected

1. Communication
2. Communication Written: Writing samples are collected from “W” designated courses in BBA.
3. Communication Oral: Oral presentations are recorded in all “O” designated courses in BBA.
4. Problem Solving
5. Problem Solving Watson Glaser: exam given in BA 424 (Real Estate and Alternative Investments).
6. Problem Solving Econometrics: Questions imbedded in Econ 227 (Intermediate Statistics for Economics and Business) exams.
7. Problem Solving Accounting: Questions imbedded in Acct 262 (Accounting Concepts and Uses II) exams.
8. Ethical Knowledge: Questions imbedded in the final exam for BA 323 (Business Ethics).
9. Technical Knowledge
10. Technical Knowledge General Business.The ETS Major Field exam given each semester in BA 462 (Corporate Strategy).
11. Technical Knowledge Specific Skills: Embedded questions of various types given in BA 325 (Financial Management), BA 343 (Principles of Marketing), BA 390 (Organizational Theory and Behavior) and Econ 202 Macroeconomics.

**Note:** Data is collected every semester, assessment every other year by faculty committee. This year **Problem Solving** and **Ethical Knowledge** were assessed.

## Conclusions drawn from the collected information summarized above

All data collected. **Problem Solving** and **Ethical Behavior** assessed as well as **some Technical Knowledge** data.

1. Problem Solving
2. Problem Solving Watson Glaser: This was the first year using this exam and we gave it as a trial. Our 17 students averaged

Categories Score Percentile\*

Recognized Assumptions 6.5

Evaluate Arguments 7.6

Draw Conclusions 12.2

Total Raw 26.2 18\_\_\_\_\_

\*Peer group used was Professional/Individual Contributor

1. Problem Solving Econometrics: (Synthesizing data, Estimating equations):This is the first year that we have used Econ 227 (Econometrics) to assess problem solving. We are assessing whether students can set up hypothesis tests, synthesize data, estimate equations and test for significance. This year we tested just synthesizing data, and estimating equations and 87% of the 36 students were able to set up a hypothesis test and synthesize data.
2. Problem Solving Accounting: The average of the two questions was 70.7%. The first question focused on relevant costs and 51.7% percent of the students were able to satisfactorily answer the question. The second question was on making a decision to drop a product line. 89.7% of the 36 students had a satisfactory answer to this.
3. Ethical Knowledge:Question# % of 101 students\_

1 66.3%

2 77.9%

3 66.2%

4 78.5%

5 72.9%

6 72.6%

8 70.5%

\_\_\_9 93.9% \_\_\_\_

*Legal/Illegal* Q 4,6,8,9 Ave 78.9%

*Ethical/Unethical* Q1,2,3,5 Ave 70.8%

1. Technical Knowledge
2. Technical Knowledge General Business: Using the ETS Major Field scores, our lowest scores from 44 students on the 2010 exam were on marketing and international issues. We used these scores in deciding to add a faculty member, Dr. Xiaoqi (Chelsea) Han in marketing and searched for an individual that could excel in “international marketing”. Dr. Han has a Ph.D. in marketing from the University of Cincinnati, and had a teaching history that included classes in “International Marketing” and “World Marketing”.
3. Technical Knowledge U.S. Economy: Category % of 93 students

Intro Economics 87

Foundation Macro 85

LR Growth and SR

Fluctuations 86

Stabilization Policy 86\_\_\_

Scores were similar to the year before. When the individual questions were analyzed there was a problem with (1) students being able to use “Value-Added” to calculate GDP which reflects little time given to this topic and (2) some concern (not too much) with monetary policy – students had a better grasp of fiscal policy.

## Curricular changes resulting from conclusions drawn above

Closing the Loop was scheduled for **Problem Solving** and **Ethical** **Behavior** although other objectives may be discussed as warranted.

1. Communication
2. Communication Written: Because of the hiring of AOL staff we have tasked the staff to research modules for critical thinking that can be used in “W” classes. The results of this research will be presented at the fall 2012 retreat to be used in AY13 as a trial.
3. Communication Oral: Because of the hiring of AOL staff we have tasked the staff to research modules for sense of audience that can be used in “W” classes. The result of this research will be presented at the fall 2012 retreat to be used in AY13 as a trial.
4. Problem Solving
5. Problem Solving Watson Glaser (WG): This was the first year that the Watson Glaser test was used. There is a lot of information here and it is not clear exactly the best way to use it. For example, the peer group that the students are compared to are working professionals so it is expected that they would score relatively low. Also, we did not have percentiles by question groups. We will continue to research the use of the WG and have a refined assessment system in place by the next assessment. We will also discuss at the fall 2013 retreat whether all three of the tested skills, “recognize assumptions”, “evaluate arguments” and “draw conclusions” can be covered in more depth in BA 390(Organizational Theory and Behavior).
6. Problem Solving Econometrics (Synthesizing data, Estimating equations): In the Econ 227 (Econometrics) course, the first run at synthesizing data and estimating equations went well. To complete this portion of problem solving, hypothesis testing and tests for significance will be added to the assessment.
7. Problem Solving Accounting: On the first question students had a difficult time with determining the relevant costs when making a decision to accept a special order. The accounting faculty met and decided in the introductory accounting courses to spend more time breaking down what are relevant and irrelevant costs relative to special orders by having students do more problems, both in class and in homework; and have increased demonstrations in class. For example, one faculty at the end of the course tested a teaching method of having a student volunteer make cookies (mix flour, sugar and chocolate chips in a bowl) in the classroom then make cookies for a special order. The class then goes through the exercise of determining if it would be profitable to accept the special order. This will not be incorporated into the class during the year.
8. Ethical Knowledge: The minimal standards were met but just barely for ethical/unethical behavior and not on all questions. This is consistent with past findings and SOM is putting substantial resources into improving performance on this objective. This year we have visited character development/leadership programs at the Air Force Academy, the Military Academy and Texas A&M and faculty will spend the summer discussing how these concepts can be brought into the classroom and designing further curriculum in this area for both the School of Management and the Rural Alaska Honors Institute Program (for high school students).
9. Technical Knowledge
10. Technical Knowledge General Business: Using the ETS scores, our lowest scores on the 2010 exam were on marketing and international issues. We used these scores in deciding to add a faculty member, Dr. Xiaoqi (Chelsea) Han in marketing and searched for an individual that could excel in “international marketing”. Dr. Han has a Ph.D. in marketing from the University of Cincinnati, and had a teaching history that included classes in “International Marketing” and “World Marketing”.
11. Technical Knowledge U.S. Economy: There will be a new instructor(s) teaching both an in-class and online version of Econ 202 (Macroeconomics). Because of assessment results, the current instructor in the course will work with the new instructor(s) to expand the instruction on the three ways to calculate GDP. While students did well in calculating GDP by methods of (i) value of production of final goods and services, and (ii) aggregate spending on goods and services, they did poorly when it came to the third method of summing up value added. This is likely because it is the least stressed concept but still very important not only in this course but across thebe curricula. The newly designed course will have a greater emphasis on value added including lecture time and homework. Also, students seem to have an easier time grasping fiscal policy than monetary policy and maybe a reallocation of time on these two subjects is warranted across curricula.

## Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

## All the BBA changes were addressed by the BBBA Assurance of Learning Committee which consists of:

Craig Wisen, Chair

Nicole Cundiff

Cory Borgeson

Jim Collins

Jim McDermott

Wendy Tisland

Liz Ross

Anita Hughes (AOL Support)

as well as SOM Associate Dean (Kevin Berry) and Dean (Mark Herrmann).