

# Student Learning Outcomes Assessment Summary

## *Bachelors of Business Administration, BBA* *Business Administration* *School of Management* *2013-2014*

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### **1. Assessment information collected**

#### **A. Communication**

1. Communication Written: Writing samples are collected from all “W” designated courses in BBA.
2. Communications Oral: Oral presentations are recorded in all “O” designated courses in BBA.

#### **B. Problem Solving**

1. Problem Solving General: The Watson Glaser exam is given lower and upper division courses.
2. Problem Solving Econometrics: Questions imbedded in Econ 227 (Intermediate Statistics for Economics and Business) exams.
3. Problem Solving Accounting: Questions are imbedded in Acct 262 (Accounting Concepts and Uses II) exams.

#### **C. Ethical Knowledge**

Questions are imbedded in the final exam for BA 323 (Business Ethics).

- D. Technical Knowledge** General Business and Economics. The ETS exam is given each semester in BA 462 (Corporate Strategy). Questions are also embedded in BA 325 (Financial Management), BA 343 (Principles of Marketing), BA 390 (Organizational Theory and Behavior) and Econ 202 (Principles of Macroeconomics).

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

## 2. Conclusions drawn from the collected information summarized above

**Problem Solving** and **Ethical Knowledge** were assessed on two years of assessment data.

**A. Communication.** Writing samples and recorded speeches are summarized every two years and will next be assessed in FY15.

### **B. Problem Solving**

The Watson-Glaser (WG) exam was given in AY14 in Acct 404 (Advanced Cost Accounting and Controllershship, BA 423 (Investment Analysis) and Econ 227 (Intermediate Statistics for Economics and Business).

Our minimal standards are that fifty-percent of the students will score at the 50<sup>th</sup> percentile or higher on the total score and that seventy-percent of the students will score at “average” or above on the three subscale scores. These minimal standards are expected for students tested in our 400-level courses. Additionally, we test students at the 200-level to see if there was improvement over their last two years in SOM. The results are as follows:

**Table 1.** Percent of Students Meeting or Exceeding Minimal Standards.

	<b>200-level</b>	<b>400-level</b>
<b>No. Students</b>	30	19
<b>Recognize Assumptions</b>	77	89
<b>Evaluate Arguments</b>	67	74
<b>Draw Conclusions</b>	67	84
<b>Total Score</b>	67	84

For the junior and senior students, that are the focus of our assessment, all of our students meet minimal standards for both the total score and the subscale scores. Eight-four percent of the students meet or exceed the 50<sup>th</sup> percentile on the total score and at least seventy-percent of the students score at “average” or above on the three subscale scores.

There was also improvement from the students taking the sophomore level class. For the total scores the number of students meeting minimal standard improved from 67 to 84 percent. For the subscale scores there were similar improvements. At the 200-level the minimal level was met in just one of three subscales scores whereas they are met in each one at the 400-level.

We are embed problem solving questions directly into class exams for both ECON 227 (Intermediate Statistics for Economics and Business) and ACCT 262 (Principles of Managerial Accounting).

For Econ 227, with three semesters worth of data, 81% of the students were able to satisfactorily synthesize and estimate equations and 79% could set up a hypothesis test and synthesize data. In Acct 262, embedded questions have focused on the student's ability to understand "relevant costs" and the "decision to drop a product line". In AY12, 52% of the class were able to satisfactorily answer the cost question while 90% exhibited a satisfactory understanding of a product line decision. In FY13, the cost question was answered satisfactorily by 85% of the students. In FY13 both in-class and online classes were tested with online classes performing slightly better. More data is needed, though, for comparison between online and inclass.

### **C. Ethical Knowledge**

To assess ethical knowledge we embedded questions into the final exam for BA 323 (Business Ethics) to assess ethical knowledge. These questions are designed in such a way as to assess whether a student can distinguish between legal vs. illegal behavior and ethical vs. unethical behavior with a minimum standard being pass rate of 70%. The results from the embedded questions have been found to be at acceptable levels. From AY12-AY14, the in-class students have averaged 83.0% on identifying legal vs. illegal behavior and 79.9% were able to identify ethical vs. unethical behavior. In FY14, we assessed ethics in an online course and 92.0% and 87.5% of the students were able to make the legal/illegal and ethical/unethical behavior distinction; respectively. In FY14, using a scenario-based question, students have averaged 88.3% on identifying legal vs. illegal behavior but just 61.0% were able to identify ethical vs. unethical behavior. More data is needed to understand these findings.

**D. Technical Knowledge:** Technical knowledge is assessed every two years and will next be assessed in FY15.

### **3. Curricular changes resulting from conclusions drawn above**

Closing the Loop was performed for **Problem Solving** and **Ethical Knowledge**

**A. Communication.** Writing samples and recorded speeches are summarized every two years and will next be assessed in FY15.

**B. Problem Solving:** No changes were made as a result of the Watson Glaser test as the minimal standards were met.

For the embedded questions we have not made any changes resulting from the questions in Econ 227. For ACCT 262, the students had a difficult time determining the relevant costs when making a decision to accept a special order. Accounting faculty met and decided to spend more time breaking down relevant and irrelevant costs relative to special orders in the introductory

accounting courses. This is being done by having students do more problems both in and out of class and by having more demonstrations in class.

We plan to continue to embed questions into courses that are designed to test problem solving and make adjustments to course materials when weaknesses are found.

**C. Ethical Knowledge.** To bolster our ethical preparation for effective teaching, faculty member Dr. Liz Ross attended the AACSB seminar “Teaching Business Ethics” in Tampa, Florida, on March 7-8, 2011. In this seminar, participants were assigned to diverse groups and were presented with ethical dilemmas. This technique has been incorporated into the BA 323 (Business Ethics) course. Further, in the summer of 2012, the SOM Dean plus three faculty members visited character development/leadership programs at the Air Force Academy (USAFA), the Military Academy (USMA) and Texas A&M and spent considerable time discussing how these concepts could be brought into the existing classes. Currently curricula from USAFA has been incorporated into BA 323. SOM is now currently recruiting for its first tenure-track business law faculty member who will also teach business ethics.

**D. Technical Knowledge:** Technical knowledge is assessed every two years and will next be assessed in FY15.

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

All undergraduate changes to the BBA business administration program were addressed by BBA BA Assurance of Learning Committee which consists of:

Thomas Zhou, Chair  
Jungho Baek  
Amy Cooper  
Jim Collins  
Jim McDermott  
Wendy Tisland  
Anita Hughes (AOL Support)