

Assessment Cycle

Academic Year 2016 – 2017

School of Business (Accounting, BS)

Division or Department: College of Business and Technology

Prepared by: Nat Briscoe

Date: 6/12/2017

Approved by: Margaret Kilcoyne

Date: 6/13/2017

Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Business and Technology Mission. The College of Business and Technology is dedicated to providing a high quality – market responsive business and technology education, preparing students for successful careers and enriched lives in the public, private and nonprofit sectors, and enhancing our students' academic experiences through our research and scholarly activities.

School of Business Mission. The mission of the School of Business is to **provide students with a business education that prepares them for successful careers and responsible citizenship roles in the world of business.** (Adopted 2009-2010; Mission wording was revised, i.e., College of Business was removed to reflect that there was a merger from the College to School under the College of Science, Technology, and Business) As such, NSU's School of Business is committed to...

Providing students with a business education. This means that we strive to provide students with opportunities to become effective communicators, critical thinkers, develop knowledge across the business disciplines, and global perspective. (Revised 2012 and approved 2013).

Preparing them for successful careers and citizenship roles. This means that we provide education experience and opportunities.

In the world of Business. This implies developing a global perspective that involves managing activities that foster the transfer of goods and services in organizations of all types wherever found.

Accounting Program Mission Statement: The mission of the Accounting Major in the School of Business at Northwestern State is to prepare our students for careers as professional accountants in public practice, industry, and other areas, and for advancement into graduate programs. We strive to maintain high academic standards, superior teaching, quality research, significant service, and effective use of technology.

Assessment Cycle

Academic Year 2016 – 2017

Methodology:

NOTE: *Through this assessment process, the School of Business has determined it will add a 5th SLO unique to each School of Business major for assessment in 2017-2018. While the AACSB has not requested an additional SLO, the faculty felt that adding a 5th SLO to each degree would make for a more robust assessment process and allow better assessment of content exclusive to each degree program. Each SLO #5 has been approved by the major area faculty. The structure of each major-specific SLO and its proposed measures and targets are included within this document for review. For the findings, analysis, and proposed actions associated with each completed SLO #5, see the 2017-2018 assessment plans for the Computer Information Systems, Business Administration, and Accounting majors.*

Student Learning Outcomes (SLOs):

SLO 1. Effective Communicators. Students should be able to Objective 1a: Produce professional quality business documents; Objective 1b: Deliver professional quality oral presentations; and, Objective 1c: Demonstrate communication skills in team settings.

Course Map: Tied to course syllabus objectives.

BUAD 2200
MGT 4300
CIS 4600
UNIV 1000
MKTG 3230

Measure 1.1a.1. (Direct – Exam; BUAD 2200 Objective Measures)

Details/Description: In BUAD2200, a pre-test was developed that included a comprehensive overview of the business communication requirements and contained such topics as: (1) Laying communication foundations, (2) Using the writing process, (3) Corresponding at work, (4) Reporting workplace data, and (5) Developing speaking and technology skills. This same test is intended to be given as a post-test at the end of the semester.

Acceptable Target: At least 75% of the students must earn 70% or better on the post-test.

Ideal Target: Ideal Target: At least 85% of the students must earn 70% or better on the post-test.

Assessment Cycle

Academic Year 2016 – 2017

Implementation Plan (timeline): This measurement is completed each semester in BUAD2200.

Key/Responsible Personnel: Key/Responsible Personnel: School of Business faculty teaching BUAD2200 are responsible for this measurement.

Finding: Target met.

In the academic year 2016-2017, 163 students are given the the BUAD2200 objective measure (post-test). Of these students, 82% of the students (n=163), scored 70% or better on the post-test.

Analysis: As a result of the exam, the goal of at least 75% of the students earning 70% or better on the post-test was met. It was also recognized that the acceptable target was exceeded as demonstrated on the post-test. Students were able to demonstrate an understanding and comprehension of the course materials. The results suggest the student learning outcomes are being met. The Acceptable Target was exceeded.

Action - Decision or Recommendation: Based on the results of these findings, it is recommended no program changes be made at this time.

Measure 1.1a.2. (Direct – Student Artifact; MGT 4300/CIS 4600 Written Document)

Details/Description: In MGT 4300/CIS 4600, students are required to create a business letter addressing a business problem and deliver the letter as an e-mail attachment.

Acceptable Target: At least 75% of the students must earn 70% or better on the final business document.

Ideal Target: At least 85% of the students must earn 70% or better on the final business document.

Implementation Plan (timeline): This measure should be completed each semester.

Key/Responsible Personnel: The School of Business faculty teaching MGT 4300/CIS 4600 are responsible for completing this measurement.

Finding: Target not met.

In the academic year 2016-2017, 68% of the students (n=56), scored 70% or better on the MGT4300/CIS4600 Written Document.

Assessment Cycle

Academic Year 2016 – 2017

Analysis: The goal of achieving least 75% of the students must earn 70% or better on the final business document was not met. After reviewing the results of the written document measure, the faculty found the results to fall slightly below their expectation for performance. Although the majority of the students met the target, it was felt that additional practice time on the written component of the measure would be helpful.

Action - Decision or Recommendation: After reviewing the results of the written document measure, it is recommended students receive additional instruction and practical application exercises in BUAD 2200. It should also be under consideration that other core classes where written assignments are given, that measure 1a.2 could be included. Other classes, to be identified, should request a one page business letter be sent as an attachment to the professor at least twice during the semester. It was also suggested a short video be created explaining how to create the business letter and the e-mail for MGT 4300 and CIS 4600.

Measure 1.1a.3. (Direct – Student Artifact; UNIV1000 Written Document)

Details/Description: In UNIV1000 (The University Experience), students are required to create a business letter addressing a business problem and deliver the letter as an e-mail attachment.

Acceptable Target: At least 75% of the students must earn 70% or better on the final business document.

Ideal Target: At least 85% of the students must earn 70% or better on the final business document.

Implementation Plan (timeline): This written document is created in the UNIV1000 School of Business FIG (Freshmen Interest Group) section in the fall semester.

Key/Responsible Personnel: School of Business Faculty Teaching UNIV1000
School of Business FIG.

Finding: Target not met.

In the academic year 2016-2017, of the 79 students taking the written document measure, only 58 completed the School of Business Common Body Knowledge exam and of these students, only one student completed the written business document to be sent as an e-mail attachment. This student scored unsatisfactory on this assessment.

Analysis: The Acceptable Target was not met. However, the researchers expected this result since the students had not been formally instructed on how to complete the e-mail attachment written document. This instruction would take place during the course of their school of business education with students being introduced to this knowledge and these skills in BUAD 2200 - Business Reports and Communication.

Assessment Cycle

Academic Year 2016 – 2017

Action - Decision or Recommendation: As the results are what were to be expected, there are no program changes being recommended. The necessary knowledge and skill required to successfully complete this task will be provided in the school of business BUAD 2200-Business Reports and Communications course during their school term.

Measure 1.1a.4. (Direct – Student Artifact; BUAD 2200 Written Document)

Details/Description: In BUAD2200 (Business Reports and Communication) students are required to create a business letter addressing a business problem and deliver the letter as an email attachment.

Acceptable Target: At least 75% of the students must earn 70% or better on the final business document.

Ideal Target: At least 85% of the students must earn 70% or better on the final business document.

Implementation Plan (timeline): This assignment is given in BUAD2200 each semester.

Key/Responsible Personnel: The School of Business faculty teaching BUAD2200 are responsible for this measure.

Finding: Target met.

In the academic year 2016-2017, 163 students were given the BUAD 2200 written document measure to complete during BUAD 2200- Business Reports and Communications. It was found that 80% of the students (n=163), scored 70% or better on the written objective (Letter).

Analysis: The result of the measure 1a.4 written document exercise indicated the Acceptable Target was not only met but was exceeded. This indicated that the students were able to demonstrate an appropriate use of business reporting understanding, knowledge and skill by providing an acceptable form of written communication, that is, the formal business letter.

Action - Decision or Recommendation: Although the 70% Acceptable Target was met, the faculty recommended that other classes should be identified and a request should be made that a one page business letter be sent as an attachment to the professor at least twice during the semester. It was also suggested a short video be created explaining how to create the business letter and the e-mail for MGT 4300 and CIS 4600.

Measure 1.1b.1. (Direct – Student Artifact; BUAD 2200 Oral Presentation)

Assessment Cycle

Academic Year 2016 – 2017

Details/Description: In BUAD2200 (Business Reports and Communication), students are required to develop and deliver a 5 minute presentation about conducting business in a foreign country. This presentation is graded with a rubric shared with all students and the professors. Scores of all the raters are compared to provided a final grade.

Acceptable Target: : On the final class presentation, a minimum of 90% of students will score at least acceptable (70%).

Ideal Target: On the final class presentation, a minimum of 95% of students will score at least acceptable (70%).

Implementation Plan (timeline): This measurement is completed each semester in BUAD2200.

Key/Responsible Personnel: School of Business Faculty teaching BUAD2200 are responsible for this measurement.

Finding: Target not met.

83% of the students (n=165), scored 70% or better on the final presentation.

Analysis: On the final class presentation, the target goal was a minimum of 90% of students will score at least acceptable (70%). The Acceptable Target was not met. The faculty intentionally set a high minimum target of 90% in order to push students toward a higher standard of acceptable oral presentation skills. In the business, the ability to present facts and intelligently follow a formal presentation protocol are essential. Because the Acceptable Target was not met, the faculty analyzed why this did not occur. After reviewing the student results and the scoring of the raters, interrater agreement was analyzed and it was determined differences existed. It was determined one rater did not include a presentation and therefore, presentation scores were absent and the final outcome was skewed with a lower than average composite score. This appeared to be a contributing factor to the Acceptable Target not being achieved.

Action - Decision or Recommendation: Therefore, it was determined that faculty teaching BUAD 2200 who are responsible for this measurement will participate in an Inter-rater Reliability Workshop to assure inter-rater reliability among raters.

Measure 1.1b.2. (Direct – Student Artifact; MKTG 3230 Team Presentation)

Assessment Cycle

Academic Year 2016 – 2017

Details/Description: In MKTG3230, students are divided into small groups (3 to 4 students) and are required to develop a marketing plan for a "newtotheworld" product. In addition to developing a written report, the groups are required to orally present their reports. A grading rubric was developed following the BUAD2200 rubric and with changes to account for the content and level change. Marketing faculty independently used four metrics and evaluated group presentations as Exemplary, Good, Satisfactory, or Unacceptable.

Acceptable Target: At least 75% of the groups will earn an Exemplary or Good score on at least three of the four areas of the grading rubric.

Ideal Target: At least 85% of the groups will earn an Exemplary or Good score on at least three of the four areas of the grading rubric.

Implementation Plan (timeline): This measurement is completed in MKTG3230 each semester.

Key/Responsible Personnel: School of Business faculty teaching MKTG3230 are responsible for this measurement.

Finding: Target met.

In the academic year 2016-2017, 85% (n=21 groups) of the groups scored Exemplary or Good on 3 of the 4 rubrics.

Analysis: It was determined the team presentation Acceptable Targets were met and the students also met the Ideal Target of 85%. The faculty reviewed the rubrics and determined they were valid. To reach this target, the MKTG 3230 faculty reviewed best practices for professional business presentations with the students in the weeks before they presented. This review appears to have been helpful in helping students reach the ideal target and the review will be continued in the future.

Action - Decision or Recommendation: Based on the results of the findings and on the analysis, no program changes are recommended.

Measure 1.1c.1. (Direct - Student Artifact; BUAD 2200 Team Document and Presentation)

Details/Description: In BUAD2200, students are required to complete a document and presentation as a team.

Acceptable Target: At least 75% of teams will perform at a competent (3) level.

Ideal Target: At least 75% of teams will perform at an excellent (3) level.

Assessment Cycle

Academic Year 2016 – 2017

Implementation Plan (timeline): This measurement is completed in BUAD2200 each semester

Key/Responsible Personnel: School of Business faculty teaching BUAD2200 are responsible for this measure.

Finding: Target met.

In the academic year 2016-2017, 37 teams completed the Team Document and Presentation Measure 1c.1. Of these 37 teams, it was found that 86% of the teams (37 teams) scored competent or above (70% or better).

Analysis: The Acceptable Target was exceeded. It was determined the Team Document and Presentation Acceptable Targets were met and the students also met the Ideal Target of 75%. The faculty reviewed the rubrics and determined they were valid.

Action - Decision or Recommendation: Based on the results of the findings and on the analysis, no program changes are recommended.

SLO 2. Integration of Knowledge across Business Disciplines. Students should be able to: Demonstrate understanding of key concepts and theories in various functional areas of business.

Course Map: Tied to course syllabus below.

BUAD 2120
FIN 2150
MKTG 3230
UNIV 1000
MGT 4300
CIS 4600

Measure: 2.1. (Direct – Exam; Partial School of Business Knowledge Exam)

Details/Description: Portions of the School of Business Knowledge Exam are given in the following classes: BUAD2120 (Basic Business Statistics), FIN 2150 (Personal Finance), and MKTG3230 (Principles of Marketing). These classes provide intermediate measurements for specific components of the School of Business Knowledge Exam.

Acceptable Target: At least 75% of students will score higher than the ETS average in the particular knowledge area.

Assessment Cycle

Academic Year 2016 – 2017

Ideal Target: At least 85% of students will score higher than the ETS average in the particular knowledge area.

Implementation Plan (timeline): These partial School of Business Knowledge Exams are given each semester the class is offered.

Key/Responsible Personnel: School of Business faculty teaching these courses are responsible for the measurement.

Finding: BUAD 2120 Basic Business Statistics: Target met.

In the academic year 2016-2017, 123 students were given the portion or partial of the SoBUSKE that relates only to the area of statistics. Following compilation of these scores, it was determined the SoBUSKE mean score in statistics was 49%. The NSU ETS MFT mean score was 30%. Comparing the results between the SoBUSKE and the NSU student ETS MFT mean scores, it was determined that 86% of the students scored above 30% on the SoBUSKE.

Analysis: The national Education Testing Systems (ETS) Major Field Test (MFT) was taken in the spring of 2015 to be used as a national baseline norm over the course of the next 5 years examining the students' comprehensive knowledge of materials over 9 school of business areas of discipline. It was determined students taking the NSU ETS MFT received a mean score of 30%. Each year the students are given the partial SoBUSKE focusing on the statistics portion of the SoBUSKE as our internal exam to compare student results against the nationally normed ETS MFT in business. It was determined of the 123 students taking the SoBUSKE partial exam in statistics, 86% of the students scored above 30%. Therefore, it was determined that more than 75 % of the students scored higher than the ETS average of 30% in this particular knowledge area and met the Acceptable Target. With an ideal target of at least 85% of students to score higher than the ETS average in the particular knowledge area, the Ideal Target was also met. The Acceptable Target was exceeded. The Ideal Target was met.

Action – Based on the results of the findings and on the analysis, no program changes are recommended.

Finding: FIN 2150 Personal Finance: Target met.

In the academic year 2016-2017, 120 students were given the portion or partial of the SoBUSKE that relates only to the area of personal finance. Following compilation of these scores, it was determined the SoBUSKE mean score in finance was 43%. In comparison, the NSU ETS MFT student mean score in finance was 31%. It was determined 76% of the students scored above 31% on the SoBUSKE.

Assessment Cycle

Academic Year 2016 – 2017

Analysis: The national Education Testing Systems (ETS) Major Field Test (MFT) was taken in the spring of 2015 to be used as a national baseline norm over the course of the next 5 years examining the students' comprehensive knowledge of materials over 9 school of business areas of discipline. It was determined students taking the NSU ETS MFT received a mean score of 31%.

Each year the students are given the partial SoBUSKE focusing on the finance portion of the SoBUSKE as our internal exam to compare student results against the nationally normed ETS MFT in business. It was determined of the 120 students taking the SoBUSKE partial exam in finance, 76% of the students scored above 31%.

Therefore, it was determined that the student learning outcome was met with more than 75 % of the students scoring higher than the ETS average of 31% in this particular knowledge area and met the Acceptable Target. The Acceptable Target was met.

Action - Based on the results of the findings and on the analysis, faculty will review the individual question results on the finance portion of the SoBUSKE to assure that adequate time and attention be given to those question areas where additional improvement can be achieved working toward the ideal target. No program changes are recommended.

Finding: MKTG 3230 Principles of Marketing: Target not met.

In the academic year 2016-2017, 87 students were given the marketing portion or partial of the SoBUSKE. Following compilation of these SoBUSKE scores, it was determined the mean score in marketing was 56%. In comparison, the NSU ETS MFT mean score in marketing was 51%. It was determined 71% of the students scored above 51% on the SoBUSKE.

Analysis: The national Education Testing Systems (ETS) Major Field Test (MFT) was taken in the spring of 2015 to be used as a national baseline norm over the course of the next 5 years examining the students' comprehensive knowledge of materials over 9 school of business areas of discipline. It was determined students taking the NSU ETS MFT in marketing received a mean score of 51%.

Each year the students are given the partial SoBUSKE focusing on the marketing portion of the SoBUSKE as our internal exam to compare student results against the nationally normed ETS MFT in business. It was determined of the 87 students taking the SoBUSKE partial exam in marketing, 71% of the students scored above 51%. Therefore, it was determined that the student learning outcome was not met and fell short by 4% with the Acceptable Target being more than 75 % of the students will score higher than the ETS average of 51% in this particular knowledge area. The Acceptable Target was not met.

Assessment Cycle

Academic Year 2016 – 2017

Action –The School of Business faculty teaching most sections of MKTG 3230 had only been at NSU for two semesters before assessment began. To “close the loop,” the recent hires (within the last two years) to the marketing faculty will review the marketing area questions of the SoBUSKE and provide additional instruction and reinforcement in these topic areas. These results are likely a result of new faculty not being fully aware of the assessment process and material that should be emphasized in the classroom for assessment. The marketing faculty reviewing those questions and emphasizing the material in the classroom should make a difference in the future.

Measure 2.2 (Direct – Exam; UNIV1000 Complete School of Business Knowledge Exam)

Details/Description: The entire School of Business Knowledge exam (<https://www.surveymonkey.com/r/N8DNVXT>) should be given in either MGT 4300 or CIS 4600. The following areas are covered in this exam: Accounting, Economics, Management, Quantitative (Statistics and Operations Management), Finance, Marketing, Legal, Information Systems, International Business, and Ethics. This exam should be considered a baseline for students prior to beginning the School of Business curriculum.

Acceptable Target: Average score on School of Business Knowledge exam for UNIV 1000 students is expected to be higher in all areas of the exam than the ETS Mean Percentage.

Ideal Target: Average scores on School of Business Knowledge exam for UNIV 1000 students is expected to be 10% higher in all areas of the exam than the ETS Mean Percentage.

Implementation Plan (timeline): The School of Business Knowledge exam is given each semester UNIV 1000 is offered.

Key/Responsible Personnel: School of Business faculty teaching these courses are responsible for the measurement.

Finding: Target not met.

Please see the summary chart on the next page.

Assessment Cycle

Academic Year 2016 – 2017

Exam Areas	National ETS Mean Score 2015 Comparative Guide	NSU ETS Mean Score Spring 2015	UNIV 1000* Fall 2016
Accounting	41.5	37	25
Economics	39.8	30	25
Management/Operations Management	54.3	47	25
Quantitative Statistics	36.4	30	39
Finance	42.4	31	29
Marketing	55	51	30
Legal/Social Issues	59.5	53	34
Information Systems MIS	50.1	43	28
International Business Issues	40.3	35	25

*The FIG (freshman interest group) is only measured in the fall as entering freshman and not the spring semester.

Analysis: Using UNIV 1000 Fall 2016 SoBUSKE results, 100% (58 students) of the students scored on average lower in all areas of the exam than the ETS mean percentage with the exception of the quantitative/statistics area. The Acceptable Target was that the average score on SoBUSKE for UNIV 1000 students was expected to be higher in all areas of the exam than the ETS Mean Percentage. In reality, it should not be expected that UNIV 1000 students would meet or exceed the NSU ETS MFT scores or the SoBUSKE MGT 4300/CIS 4600 mean scores. UNIV 1000 students are entering freshman with little or no knowledge of the topic knowledge found in the nine business discipline areas.

Action – The school of business Goal 2 members and school of business faculty should review the results of the UNIV 1000 SoBUSKE and determine the meaning of the disparate scoring between NSU ETS mean scores and the UNIV 1000 results. It is recommended Goal 2 Measure 2.2 standard be reviewed and possibly revised to reflect

Assessment Cycle

Academic Year 2016 – 2017

measurement of growth between UNIV 1000 student scores and MGT 4300 or CIS 4600 student scores.

Measure 2.3 (Direct - Student Artifact; MGT 4300/CIS4600 Complete School of Business Knowledge Exam)

Details/Description: The entire School of Business Knowledge exam (SoBUSKE) (<https://www.surveymonkey.com/r/N8DNVXT>) should be given in either MGT 4300 or CIS 4600. The following areas are covered in this exam: Accounting, Economics, Management, Quantitative (Statistics and Operations Management), Finance, Marketing, Legal, Information Systems, International Business, and Ethics.

Acceptable Target: Average score on School of Business Knowledge exam should be higher in all areas of the exam than the ETS Mean Percentage.

Ideal Target: Average scores on School of Business Knowledge exam should be 10% higher in all areas of the exam than the ETS Mean Percentage.

Implementation Plan (timeline): The School of Business Knowledge exam is given each semester MGT 4300 and/or CIS 4600 is offered.

Key/Responsible Personnel: School of Business Faculty teaching either MGT 4300 or CIS 4600 are responsible for this measure.

Finding: Target met.

(1) Following review of the National ETS Major Field Test Mean Scores provided by the 2015 Comparative Guide against the NSU National ETS Major Field Test Mean Scores, it was determined the the NSU scores are comparable to and trending with the national ETS Major Field Test norm scores. Overall, NSU scores were higher in the fields of management, marketing, and legal/social environment as these scores are also higher in the national mean scores across 563 schools. The relationship scoring between the National and NSU ETS MFT mean scores are within 1-2 standard deviations.

Please see the summary chart on the next page.

Assessment Cycle

Academic Year 2016 – 2017

Exam Areas	National ETS Major Field Test Mean Score 2015 Comparative Guide	NSU ETS Mean Score Spring 2015	SoBUSKE Pre Test	SME (Subject Matter Expert) Peer Intervention	SoBUSKE Post Test
Accounting	41.5	37	39		60
Economics	39.8	30	36		45
Management/Operations Management	54.3	47	44/48		63/65
Quantitative Statistics	36.4	30	49		70
Finance	42.4	31	43		54
Marketing	55	51	56		71
Legal/Social Environment	59.5	53	50		70
Information Systems MIS	50.1	43	61		75
International Business Issues	40.3	35	54		56

(2) As related to the School of Business Knowledge exam (SoBUSKE): 46 BUAD and ACCT students in MGT 4300 took the SoBUSKE. The mean test score across all disciplines was 65.06 = 65%. 14 CIS students in CIS 4600 took the SoBUSKE. The mean test score across all disciplines was 52.85 = 53%.

Summary Results- MGT 4300 & CIS 4600: 60 School of Business students took the SoBUSKE. The overall mean SoBUSKE POST-TEST scores across all disciplines was 62.21 = 62%.

Analysis: It was determined the average score on the SoBUSKE PRE-TEST was higher in all areas of the exam with the exception of the legal/social environment area (50% mean score), three percentage points lower than the NSU ETS mean percentage

Assessment Cycle

Academic Year 2016 – 2017

of 53%. The SoBUSKE POST-TEST was administered following the introduction of a pilot learning process called Subject Matter Expert (SME) Peer Learning. It was determined that the average score on the SoBUSKE POST-TEST was higher in all areas of the exam. Therefore, the Acceptable Target was met.

Additionally, the average mean score on the SoBUSKE was 10% higher in all areas of the exam following the SME-Peer Learning intervention. Therefore, the Ideal Target was also met.

Although the mean scores are higher in all areas of the SoBUSKE following the SME-Peer Learning intervention, the faculty should consider whether SME-Peer intervention should continue to be provided in MGT 4300. The additional time required for students to engage in the SME-Peer Learning process reduces time available for strategic management and policies specific instruction and class time. CIS 4600 does not currently employ the SME-Peer Learning process.

Action – Faculty should further discuss the positive results experienced by employing the SME-Peer Learning process. Faculty should determine if the effort should be considered for expansion to CIS 4600. Additional faculty discussions will explore alternative ways to improve student scores and continue to enhance our student learning outcome related to the integration of knowledge across business disciplines.

SLO 3. Critical Thinking. Students should be able to: Objective 3a: Demonstrate the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities; Objective 3b: Demonstrate the ability to generate and compare alternative solutions to business problems; and Objective 3c: Demonstrate the ability to select feasible solutions to complex business problems.

Course Map: Tied to course syllabus below.

FIN 3090
UNIV 1000
MGT 4300

Measure 3.1 (Direct – Other; FIN 3090 Case Study)

Details/Description: In FIN 3090, a case study was given. For the case study, the finance faculty provided the other professors in the areas of management, marketing, finance, accounting, and business law with the students' case study responses for analysis. This case study provides a snapshot of what students are retaining from class and to determine areas of need. The use of the case study allows students to generate, evaluate, and select alternatives on an open-ended basis. To evaluate the critical

Assessment Cycle

Academic Year 2016 – 2017

thinking skills of our students, students were given two one-page scenarios and asked five-questions about each scenario. The scenarios and questions were adapted from samples provided at www.criticalthinking.org and were unrelated to topics covered in class. The goal was to have an average of 75% or better and to have at 75% of students “pass” the quiz with a grade of 7/10 or better. The questions were a bonus opportunity for students so that they would be motivated to do their best.

Acceptable Target: 80% of the students will score 60% or above on the questions.

Ideal Target: 90% of the students will score 60% or above on the questions.

Implementation Plan (timeline): This measure is given each semester in the FIN 3090 class.

Key/Responsible Personnel: School of Business faculty teaching FIN 3090 are responsible for this measure.

Finding: Target met.

In the spring 2017 semester, 41 Fin 3090 students completed the case study scenarios. Although not required, an additional measure was taken in FIN 4200. The case study scenarios were also given to Fin 4200 students and completed.

Analysis: In the spring 2017 semester, 41 Fin 3090 students completed the case study scenarios. The average grade on the scenarios was 8.12 and 87.8% of the students earned a 7 or higher, exceeding the target. The Acceptable Target was met.

The case study scenarios were also given to Fin 4200 students. 31 FIN 4200 students were administered the case study scenarios which were completed. The average score of 7.39 and 67.7% scored a 7 or higher was achieved.

Action - In order to improve critical thinking skills of students, the Fin 4200 class beginning in fall 2017 will be revamped. The revised class will include more discussion of current events involving finance. A business simulation game where students are tasked with managing a fictional company will also be introduced. Finally, a section on game theory and the regulatory dialectic has been added to emphasize that corporations will alter their behavior based on regulatory changes or on the behavior of other corporations.

Measure 3.2 (Direct – Exam; Partial School of Business Knowledge Exam)

Details/Description: The Finance component of the School of Business Knowledge exam is given in UNIV1000 (The University Experience), FIN 3090 (Business Finance), and MGT 4300 (Strategic Management and Policy).

Assessment Cycle

Academic Year 2016 – 2017

Acceptable Target: By MGT 4300, students will achieve an average score of 70%.

Ideal Target: By MGT 4300, students will achieve an average score of 80%.

Implementation Plan (timeline): The Finance component of the exam is given each semester in the above courses.

Key/Responsible Personnel: The School of Business faculty teaching UNIV1000, FIN 3090, and MGT 4300 are responsible for the administration of this measure.

Finding: FIN 2150 Personal Finance: Target met.

The NSU ETS MFT mean score was 31%. 120 students were given the personal finance portion of the SoBUSKE. It was determined 76% of the students scored above 31%.

Analysis: After reviewing the results of the partial SoBUSKE in the knowledge area of finance, it was determined the Acceptable Target was met.

Action - Based on the results of the findings and on the analysis, faculty will review the individual question results on the finance portion of the SoBUSKE to assure that adequate time and attention be given to those question areas where additional improvement can be achieved working toward the ideal target. No program changes are recommended.

SLO 4. Global, Cultural, and Ethical Perspective. Students should be able to: Identify cultural/global challenges facing management in doing business in the international arena.

Course Map: Tied to course syllabus below.

BUAD 2200
BUAD 3270
UNIV 1000
MGT 4300
CIS 4600
ACCT 2000

Measure 4.1. (Direct – Exam; BUAD 2200 – Country Report)

Details/Description: Written document measure (BUAD2200)

Acceptable Target: 70% of the students will score 70% or better

Ideal Target: 90% of the students will score 70% or better

Assessment Cycle

Academic Year 2016 – 2017

Implementation Plan (timeline): Ongoing in BUAD2200

Key/Responsible Personnel: School of Business Faculty Teaching BUAD2200

Finding: Target met.

In the academic year 2016-2017, 43 groups completed the BUAD2200 COUNTRY REPORT.

Analysis: After reviewing the results, it was determined 95% of the students of the forty-one teams (41), scored 70% or better on the BUAD2200 COUNTRY REPORT. The Acceptable Target was exceeded. The Ideal Target was met.

Action – Although no program changes are recommended, the faculty administering the Country Report exam will review the rubric to determine if there are any additional desired components to be considered for inclusion.

Measure 4.2 (Direct – Exam; BUAD 3270 International Business Plan)

Details/Description: Middle measure of student knowledge of cultural/global perspectives; a written document measure in BUAD3270

Acceptable Target: 70% of the students will score 70% or better

Ideal Target: 90% of the students will score 70% or better

Implementation Plan (timeline): Ongoing in BUAD3270 class

Key/Responsible Personnel: School of Business Faculty Teaching BUAD3270

Finding: Target met.

In fall 2016, 82 students were registered in BUAD3270 classes. The semester average grade for the written document results in fall 2016 was 81%. That is, 93% of the students in the fall semester exceeded the Acceptable Target and met the Ideal Target. In the spring 2017 semester the results was 82%. That is, 97% of the students in the fall semester exceeded the Acceptable Target and met the Ideal Target. The semester average grade for the final project (final report plus presentation) was 81%. In spring 2017, 98 students were registered in BUAD3270 classes. The semester average grade for this final project was 85%, excluding 6 incomplete project reports. If the 6 incomplete project reports are included in the calculation, the Final Report project result would be 81%.

Assessment Cycle

Academic Year 2016 – 2017

Analysis: The mean final project grade increased by 4 points in spring 2017 and the percentage of students achieving below 70% was reduced. This improvement was attributed to two major changes in coaching this project. First, the instructor presented a model, exemplary, final report produced in fall 2016 and described to the face-to-face course participants how to create an exemplary model final report. This demonstration was recorded and posted on Moodle for all classes. Students were less confused and made fewer mistakes in their final project format and deliverable. Secondly, the instructor devoted 10-15 minutes in face-to-face classes to encourage group discussion and co-work. Students had more time to work with their group members. This improved group project performance, especially in classroom presentations. The Acceptable Target was met. The Ideal Target was met.

Action – It is recommended the School of Business faculty responsible for BUAD 3270 consider making available to students the Video and face to face presentation of the exemplary model demonstration as well as additional group discussion periods and a co-worker environment.

Measure 4.3 (Direct – Exam; School of Business Knowledge Exam)

Details/Description: School of Business Knowledge Exam Given in UNIV1000, BUAD3270, and MGT 4300/CIS 4600.

Acceptable Target: Average score should be equal or higher than the ETS International Business score.

Ideal Target: Average score should be 10% higher than the ETS International Business score.

Implementation Plan (timeline): Ongoing in UNIV1000, BUAD3270, and MGT 4300/CIS 4600 sections.

Key/Responsible Personnel: School of Business Faculty Teaching UNIV1000, BUAD3270, and MGT 4300/CIS 4600 Sections.

Finding: Target not met.

Exam Area:	Univ 1000	National ETS MFT	NSU ETS	SoBUSKE BUAD 3270	SoBUSKE MGT 4300 Pre Test	SME (Subject Matter Expert) Intervention	SoBUSKE MGT 4300 Post Test
International Business Issues	Mean Score 25	Mean Score 40.3	Mean Score 35	Mean Score 55	Mean Score 54		Mean Score 56

Assessment Cycle

Academic Year 2016 – 2017

Analysis: Using UNIV 1000 Fall 2016 SoBUSKE results, 100% (58 students) of the students scored on average lower in all areas of the exam, including international business issues, than the ETS mean percentage with the exception of the quantitative/statistics area. The SoBUSKE results for the UNIV 1000 international business issues portion of the exam were not equal to or higher than the ETS International Business mean score.
The Acceptable Target was not met.

The SoBUSKE results for the international business issues portion of the exam for BUAD 3270 were equal to or higher than the ETS International Business mean score.
The Acceptable Target was met.

The average score was 10% higher than the ETS International Business score. The Ideal Target was met.

Action – It was not expected the UNIV 1000 students would perform at the acceptable level as they are entering freshman and have not received the required course material to perform at an acceptable level.

The School of Business faculty should review the results of the UNIV 1000 SoBUSKE and determine the meaning of the disparate scoring between NSU ETS mean scores and the UNIV 1000 results. It is recommended Goal 4 Measure 4.3 standard be reviewed and possibly revised to reflect measurement of growth between UNIV 1000 student scores and BUAD 3270 student scores. No program changes are recommended.

SLO 5. Accounting – Students will demonstrate understanding of key concepts and theories in various technical and functional areas of accounting.

Proposed Measurement: Students will demonstrate the understanding of key concepts and the ability to prepare financial statements in accordance with Generally Accepted Accounting Principles (GAAP)

Measure 5.1 (Accounting; ACCT 4020 Comprehensive Exam)

Course Map: Tied to course syllabus below.

ACCT 2000

Details/Description: During the 2016-17 academic year, a comprehensive exam will be developed to be administered in ACCT 2000 (Introduction to Financial Accounting). This exam will cover knowledge throughout the BS in Accounting program.

Assessment Cycle

Academic Year 2016 – 2017

Acceptable Target: At this time, an acceptable target has not been established. When we create the comprehensive exam, a baseline will be used to establish targets.

Ideal Target: At this time, an ideal target has not been established. When we create the comprehensive exam, a baseline will be used to establish targets.

Implementation Plan (timeline): The comprehensive exam will be created in the 2016-17 academic year with the actual testing of students beginning in either 2016-17 or 2017-18.

Key/Responsible Personnel: The Accounting faculty will be responsible for creating the exam with the instructors of ACCT 2000 being responsible for actually administering the exam and gathering the results.

Finding: To be measured Academic Year 2017-2018.

Analysis:

Action - Decision or Recommendation:

Comprehensive Summary of Key Findings and/or Decisions

Student learning outcome data was collected, analyzed and reported across multiple disciplines within the Accounting, Business Administration, and Computer Information Systems major programs. Student learning outcomes for UNIV 1000 students were also included as a baseline population utilizing the NSU School of Business Knowledge Exam (SoBUSKE). Measures used to collect this data include national testing, the NSU School of Business Knowledge Exams complete and partial, reports, case studies, additional examinations, presentations, and written exercises.

An analysis of this collected data presented a profile of overall success in meeting the student learning outcomes established as Acceptable Targets. In many cases, the Acceptable Targets were met and exceeded. Several Ideal Targets were also met.

From these results, there were several actions that were identified for consideration as the faculty work to assure students meet and exceed target expectations.

After reviewing the results of the written document measure, it was recommended students receive additional instruction and practical application exercises in BUAD 2200. Other core classes where written assignments are given might also consider including additional practice business letter and email attachment exercises. It was also suggested a short video be created explaining how to create the business letter and the e-mail for MGT 4300 and CIS 4600.

Assessment Cycle

Academic Year 2016 – 2017

Additionally, although the BUAD 2200 oral presentation measure is graded with a rubric shared with all students and professors, when final grade scores of all raters were compared, it was determined that faculty teaching BUAD 2200 may have experienced some inter-rater reliability issues which affected/lowered the student learning outcome. Therefore, to correct this possible issue, faculty responsible for this measurement will participate in an Inter-rater Reliability Workshop to assure inter-rater reliability among raters.

An additional key finding was that school of business faculty teaching most sections of MKTG 3230 had only been at NSU for two semesters before assessment began. These faculty members were unfamiliar with the key concept questions used in the SoBUSKE. In order to “close the loop,” the recent hires (within the last two years) to the marketing faculty will review the marketing area questions of the SoBUSKE and provide additional instruction and reinforcement in these topic areas.

It has also been suggested that although the student mean scores are higher in all areas of the SoBUSKE following the pilot SME-Peer Learning intervention, faculty should discuss whether SME-Peer intervention should continue to be provided in MGT 4300. It was determined the additional time required for students to engage in the SME-Peer Learning process reduces time available for MGT 4300 specific instruction and class time impacting available time to pursue topic discussions associated with the course work. Faculty should further discuss the positive results experienced by employing the SME-Peer Learning process. Additional faculty discussions will explore alternative ways to improve student scores and continue to enhance our student learning outcome related to the integration of knowledge across business disciplines.

In order to improve critical thinking skills of students, the Fin 4200 class beginning in fall 2017 will be revamped. The revised class will include more discussion of current events involving finance. A business simulation game where students are tasked with managing a fictional company will also be introduced. Finally, a section on game theory and the regulatory dialectic has been added to emphasize that corporations will alter their behavior based on regulatory changes or on the behavior of other corporations.

Although no program changes are recommended for BUAD 3270, the faculty administering the Country Report exam will review the rubric to determine if there are any additional desired components to be considered for inclusion. It is also recommended the faculty responsible for BUAD 3270 consider making available to students the video and face to face presentation of the exemplary model demonstration as well as additional group discussion periods and a co-worker environment.

Again, while the four School of Business SLOs presented here are currently approved and in practice at NSU according to the AACSB accrediting agency guidelines for collegiate business schools, the NSU School of Business has added a 5th SLO which is unique to each School of Business major. While the AACSB has not requested an

Assessment Cycle

Academic Year 2016 – 2017

additional SLO, the faculty felt that adding a 5th SLO to each degree would make for a more robust assessment process and allow better assessment of content exclusive to each degree program. Each SLO #5 has been approved by the major area faculty. The structure of each major-specific SLO and its proposed measures and targets are included within this document for review. For the findings, analysis, and proposed actions associated with each completed SLO #5, see the 2017-2018 assessment plans for the Computer Information Systems, Business Administration, and Accounting majors.