

Annual Key Assessment Findings and Curricular Improvements
School of Business & Economics
Undergraduate BA/BS/BSBA Programs
AY2013-AY2014

I. Key Assessment Findings

Senior Assessment

A. Senior Capstone Course:

Seniors enroll in a capstone course called Business Strategy (MGT475). The course brings together and synthesizes material from accounting, finance, micro and macro economics, marketing, operations, information systems, business ethics, and international business to assess organizations and develop alternative courses of action based on the goals of the organization and fit within the larger business environment. The assessment of student performance is based on exams, case studies, and final projects. Table 1 provides the distribution of grades in the capstone course for FA13, SP14, and overall.

Table 1
Business Strategy Results
School of Business & Economics
AY2013-2014

	A+, A, A-		B+, B, B-		C+, C, C-		D, F,W		Total
	#	%	#	%	#	%	#	%	
FA13	6	14.3%	18	42.9%	15	35.7%	3	7.1%	42
SP14	9	22.5%	21	52.5%	10	25.0%	0	0%	40
Overall	15	18.3%	39	47.6%	25	30.5%	3	3.7%	82

As Table 1 displays, over the AY2013-14 period, 1 failed and 2 others withdrew. Overall, 65.9% of the students passed with grades of As and Bs.

Senior Comprehensive Examination

All students are required to take a senior assessment test to graduate. Students are provided with sample questions to facilitate preparation. Faculty members are encouraged to make themselves available to students who are preparing for the exam. In any event, virtually all students pass the exam within two attempts. It should also be noted that the senior assessment is a rigorous exam. In the field of accounting for example, a field with an above average failure rate, the exam has been compared by alum to the CPA exam in terms of rigor. Table 2 provides the distribution of grades in the undergraduate Comp exam for FA13, SP14, and overall. Also, rubrics for Comp exam has been developed and is applied to AY2013-14 and the results are provided in Table 3.

Table 2
Senior Comprehensive Examination Results
School of Business & Economics
AY2013-2014

	Fail		Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	
FA13	10	17.86%	44	78.57%	2	3.57%	56
SP14-1st	5	7.58%	58	87.88%	3	4.55%	66
SP14-2nd	1	16.67	5	83.33	0	0%	6
Overall	16	12.5%	107	83.6	5	3.9%	128

As shown in Table 2, overall, during AY2013-2014, 128 students took the undergraduate comps of which 107 students (83.6%) passed, 5 students (3.9%) passed with honors and 16 students (12.5%) failed. 87.5% of the students who took the comprehensive exam passed or passed with honors.

The 8 of 10 students who failed in the FA13 passed the Comp after repeating it in the first SP14 comps. One who failed in FA13 failed again but passed it after retaking it in the second comps in spring 2014. One decided not to retake it in spring 2014. In the first comps exam of spring and postpone it for the fall 2014. In the second comps exam in spring 2014, 1 student failed.

Table 3
Results of Student Learning Assessment Rubric
School of Business and Economics
Undergraduate Program
Rubric for Senior Comprehensive Exam
AY2013-2014

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
1) Critical Thinking /Analytical Skills	22	14%	112	73%	19	12%	2.02	0.52	153
2) Knowledge of Business/Economics Topic and Concepts	31	20%	100	66%	21	14%	2.07	0.58	152
3) Clear/Effective Writing	25	16%	105	69%	23	15%	2.01	0.56	153
Overall Average	26	17%	106	69%	21	14%	2.03	0.56	153

Note: 1) The "N" represents the number of students at each level of performance for each trait.

2) The "%" represents the percentage of the number of students falling at the level performance for each trait against the total number of students.

3) The mean is the average of all scores across the levels within the trait.

4) The standard deviation (SD) is the measure of the variability of the data set, indicating how "spread out" these data are from the mean value.

As Table 3 shows, the three traits combined had an average of 2.03 which is almost 2 which is the same score as for the "Meeting Expectations" trait. This is the bare minimum score. The standard deviations for all three traits were 0.56. About 69% of the students evaluated, on average, met the expectations; 17% on the average exceeded expectations and 14% were below expectations. 20% of students' "Knowledge of Business/Economics Topics and Concepts" exceeded expectations. The percentages for the other two traits exceeding expectations were 14% for trait (1) and 16% for trait (3). These values are too low. There is a need to improve the percentage of the students who exceed expectation in all three traits from 17% to at least 33% for all students. This can be achieved with more help to get students prepared for the comps.

II. Curriculum Changes & Improvements/Final Remarks

ACCOUNTING: The efforts to increase enrollment in Accounting have been successful. Enrollment in the Accounting program has doubled in the past three years and now comprises 100 undergrad and graduate students. This has moved Accounting from the smallest of the seven majors to the third largest (only behind Management and Marketing). Job prospects for Accounting majors are particularly bright with the majority of seniors receiving job offers months before graduation - of the 20 graduates from May 2014, 17 had full time offers before graduation, and 2 are pursuing full time Masters programs. The top employers are the professional accounting/auditing CPA firms which require at least a 3.3 grade point average, and being an accounting teaching assistant or tutor, and a semester abroad are highly valued.

ECONOMICS: Faculty created and approved two new programs in Economics. The BSBA in International Economics and Finance has been eliminated and has been replaced by a Bachelor of Science in International Economics and Finance, available only to honors students or students who fit honors requirements. Additionally, the BSBA in Economics has been eliminated and replaced with a Bachelor of Science in Economics, allowing students to focus more on pure Economics and the liberal arts, rather than extra business courses.

MANAGEMENT/ENTREPRENEURSHIP: The curriculum for the introductory business course has been altered to require every freshmen student to start a small business. Students start by contemplating what they have to offer that might be interesting to others. This topic is then turned into a Amazon Marketing Affiliate Blog. Students write about the topic of their choice with a specific target market in mind and write about certain products that they believe are good or useful as they pertain to the topic of the blog. This is then linked to Amazon and every time a reader follows that link and buys a product, the affiliate blog is credited anywhere from 5-15% of the sale as commission. The vision behind this effort is to help students "invent" or "create" something and watch it become somewhat independent of them. They go through all the stages from thought concept to market research to planning to feedback and reiteration to first release and monitoring. In short, they experience the early entrepreneurship cycle. In addition, students are encouraged to continue their business after the course. Student-run companies that continued after class include: Soccer Tribe, CarFax for KSA, GirlTalk, Grunt mob, Totoro Concrete, DeToro, BodyTech Work Clothing, Emma Marty Jewelry, Pugin Vestments