**BUSINESS PROGRAM LEARNING OUTCOMES ASSESSMENT CHART 2014-2015**

The following table is a summary of business student learning outcomes, assessment results and actions recommended.

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<th>Learning Outcome for All Business Majors</th>
<th>Assessment Results</th>
<th>Actions Recommended</th>
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<td><strong>1A. Students will demonstrate a working level knowledge of core business functions in accounting, economics, finance, information systems, international business, legal and social environment, marketing, and management.</strong></td>
<td>Fall 2014 percentile rank on new ETS Business Major’s field test: Overall: 92; Acct: 95; Econ: 98; Mgmt: 81; Mktg: 76; Quant. Anal: 83; Fin: 84; Legal/Social: 81; IS: 88; International: 78 <strong>Benchmark: Met</strong> All areas scored above the 75 percentile. Acct, Econ, Mgmt, Quant Anal, Fin &amp; International went up significantly over last fall. Mktg &amp; Legal went down. Pattern of lowest scores in Management, Marketing, Quantitative Analysis, &amp; International.</td>
<td>Possible explanations include limited general business classes at the lower division level and a lack of coverage of international issues in all areas. International class doesn’t cover content specific international questions. Recommendations: 1. Assess formative class requirements at ASB level. a. Research USHE/ACBSP practices for required lower division business coursework &amp; prerequisites b. Review current curriculum map for effectiveness &amp; compare to best practices 2. Cover international issues on MFT prep. 3. Revise wording of learning outcome in response to external reviewer recommendations. 4. Change SLO designation from 1A to 1.</td>
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<td><strong>1B. Students will be able to analyze a complex business situation, identify relevant business issues, opportunities and problems.</strong></td>
<td>The mean team rubric score out of 5 &amp; percentage of students ≥ 4 for identification of key business issues, opportunities &amp; problems was 4.49, 100% ≥ 4. <strong>Benchmark: Met</strong> mean of ≥ 4 and 75% of students ≥ 4. Last year’s average score was 4.38. Note: a new instructor assessor.</td>
<td>Recommendations: 1. Combine SLO 1B and 2A to become 2. 2. Keep “75% of students ≥ 4” additional analysis. 3. Revise wording of learning outcome in response to external reviewer recommendations.</td>
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<td><strong>2A. Students will be able to analyze business situations by performing appropriate quantitative and qualitative analysis, synthesize to form alternative solutions; and make recommendations for viable courses of action.</strong></td>
<td>The mean team rubric score out of 5 &amp; percentage of students ≥ 4 were: Analysis: 4.07, 53% ≥ 4 Synthesis/recommendations: 4.00, 47% ≥ 4 <strong>Benchmark: Both areas met mean benchmark of ≥ 4, were unmet for 75% of students ≥ 4.</strong> Note: a new instructor assessor.</td>
<td>Recommendations: 1. Need emphasis and rigor applied in all courses to higher level critical thinking skills of analysis, synthesis and recommending actions. 2. Establish a workgroup to assist division in improving the development of higher order thinking skills in students. 3. Revise wording of learning outcome in response to external reviewer recommendations.</td>
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<td><strong>3A. Students will deliver professional quality oral presentations.</strong></td>
<td>The rubric mean scores out of 5 &amp; percentages ≥4 were: Content: 4.14, 75% ≥4; Presentation: 3.72, 61% ≥4; Persuasion: 3.72, 61% ≥4;</td>
<td>Recommendations: 1. More rigorous training for students in all elements of professional presentations.</td>
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Audience Engagement: 3.86, 61% ≥4; Support/Professionalism: 3.89, 75% ≥4. **Benchmark:** Unmet for Mean of all areas, but Content, are still below 4. Persuasion & Presentation Skills are still weakest areas, but students improved in both these categories. 75% of Professional area are ≥4, but the other 25% scored poorly, tempering mean.

2. Clarify to students what professional presentation & support are (quality handouts, use of technology, dress, mannerisms, etc.)
3. Compress rubric from five into three elements: content, presentation skills, and professionalism. These three elements will incorporate the other categories of persuasion (presentation), audience engagement (content) and support (professionalism).
4. All instructors need to use the same oral presentation rubric (can customize expectations within each of the three categories). Rubric should reflect AACU rubric evaluation levels.
5. Revise wording of learning outcome in response to external reviewer recommendations.

### 3B. Student will prepare professional quality written presentations.

**Fall 2014: n=18 projects. The mean scores out of 5 & percentage of students ≥4:**
- Spelling/Grammar: 4.90, 95% ≥4 (2013–4.94)
- Report Structure: 3.65, 55% ≥4 (2013–4.72)
- Analysis/Arguments: 3.85, 55% ≥4 (2013–3.56)
- Conclusions: 3.60, 65% ≥4 (2013–4.06)

**Benchmark:** Met for all five attributes.

Stricter grading in 2014 fall. All areas except Analysis/Arguments are lower than 2013 fall.

**Recommendations:**
1. Conclusions (Synthesis) is lowest, need emphasis and rigor applied in all courses to these essential critical thinking and writing skills.
2. Report structure is the foundation of report writing. Research the need to develop structure standards across all classes. Also discuss with English faculty.
3. Need to investigate ways to help international students succeed in writing.
4. Meet with English faculty who teach ENGL 300 to business students to review rubric & discuss writing issues & possibly modify course content.
5. Revise wording of learning outcome in response to external reviewer recommendations.

### 3C. Students will be presented with the essential characteristics of successful teamwork and will reflect upon their competency and experiences in applying them.

Top 3 successful team building characteristics **exhibited:** Communication, Competence & Collaboration. In 2013, Commitment replaced Competence.

Top 3 successful team building characteristics **lacking:** Creative Innovation, Communication, & Charter. In 2013, Consequences replaced Charter. Characteristics that were not among the top contributing or lacking were: clear expectations, context & control.

**No Benchmark, instead used as needs Assessment.**

**Recommendations:**
1. All instructors emphasize weak teamwork areas when presenting or reviewing team functioning with students: Creative Innovation, Communication, Charter & Consequences.
2. Have teams self-assess throughout the semester or at least mid-term & have team members identify how they can better support & strengthen the team.
3. Form a faculty team to review the 10 characteristics used to define successful teams for clarity of wording.
4. Students will analyze a complex business situation and identify relevant ethical issues and suggest viable courses of action.

The rubric mean scores out of 5 & percentages ≥4 were: Identification of ethical issues: 4.62, 98% of students ≥4; (2013 mean - 2.23). Analysis: 4.82, 100% of students ≥4; (2013 mean - 4.07). Synthesis/ Recommendations: 4.53, 94% of students ≥4; (2013 mean - 3.89).

**Benchmark: Met.** All means significantly increased over 2013 though scored by same instructor. This measure has been developing & is now better organized.

**Recommendations:**
1. 2015-2016: Second readers’ assessment needed for Ethical Issues assessment validity. The second instructor for the class in the fall 2015 will act as second reader.
2. Add written report during development, rather than all team oral presentations, because final assignment is individually written. Practice with same rubric as summative assignment.
3. Revise wording of learning outcome in response to external reviewer recommendations.

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<th>Learning Outcome for Accounting Majors</th>
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<td>5A. Identify - Level 1</td>
<td><strong>Benchmark: Exceeded.</strong> Students were able to correctly identify the relevant information (tax issues) pertaining to each case in the VITA (Volunteer Income Tax Assistance) coursework. Successful completion of the VITA certification process is a requirement for the course. VITA certification allows students to prepare individual tax returns on a volunteer basis for the community. It is anticipated that by the end of the VITA season (April 15th) that the DSU student VITA participates will complete approximately 2,000 tax returns for the community.</td>
<td>Will continue using the student VITA scores to assess student learning in regards to our Accounting Department Program Learning Outcomes. Will also develop an additional PLO for the 2015/2016 academic year to include the value of service since this value is reflected in our mission. Will use the time students are spending in VITA to capture this new service component and objective. Will need to develop some benchmarks for the new service PLO that will be added in the 215/2016 academic year.</td>
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<td>Accounting, tax, auditing &amp; ethical issues in structured &amp; unstructured fact-based situation</td>
<td>a. Identify the problem &amp; acknowledge reasons for enduring uncertainty &amp; absence of single &quot;correct&quot; solution</td>
<td>Key/Responsible Personnel: Derrick Esplin, Kevin Barrett, Steve Day</td>
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<td>b. Identify relevant information &amp; uncertainties embedded in the information</td>
<td><strong>Exceeded Number of Student Artifacts Scored</strong> (sample size): 58</td>
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5B. Gather - Level 2
Perform research using the professional knowledge in the accounting discipline. Interpret information
a. Recognize & control for own biases
b. Articulate assumptions & reasoning associated with alternative points of view
c. Qualitatively interpret evidence from a variety of points of view
d. Organize information in meaningful ways that encompass problem complexities

**Benchmark:** Met. Overall, the average score on the rubrics was higher than the benchmark (similar findings as last year). Students are correctly being able to identify and gather the pertinent tax research information. Students are also adequately able to synthesize the tax research data and are able to communicate this data in the form of a tax research memo.

- Specific emphasis was given to the Analysis II section this academic year as last year's findings revealed that while the overall target was being met, based on the established grading rubric, the Analysis II section of the rubric had the lowest rubric scores.
- A goal was set at the end of the last academy year to focus on improving this specific area within the student's tax research. As a way to achieve this objective, the professor tried two new teaching approaches that were not done in the last academic year:
  1. The professor spent additional time giving instruction to the class in regards to the Analysis II section so that the expectations were clear as to what would be needed to get an acceptable score on that section.
  2. The professor offered to review each student's research memo, offering feedback & suggestions for improvement prior to the student's turning in the final draft.

Happy to report that the Analysis II section of the rubric was improved significantly as compared to last year's findings. The two new approaches that were instituted by the professor appeared to help resolve the issue of the Analysis II section of the memo.

Will continue using the rubric that was developed in 2012/2013 to assess student learning in regards to the student research memo. Will continue monitoring the Analysis II section of the rubric to help ensure that the scores of the Analysis II section remain at an acceptable threshold.

Key/Responsible Personnel: Kevin Barrett, Derrick Esplin
| Number of Student Artifacts Scored exceeded: 28 students pared together = 14 memos  
* 3 memos per semester = 42 artifacts. |
| 5C. Compile/Synthesize - Level 3  
Use a range of techniques to perform analysis, synthesize information & draw conclusions  
- a. After thorough analysis, develop & use reasonable guidelines for prioritizing issues & choosing among options  
- b. Efficiently implement conclusions, involving others as needed |
| Benchmark: Met. A total of 22 students in the Fall, 2014 semester took, and passed, the QuickBooks Specialist Certification exam that is offered by Universal Accounting. The exam consists of 60 multiple choice questions and students need to achieve a score of 54 out of 60 (90%) in order to pass the exam.  
- The students are now “QuickBooks Specialists” which will help them be more marketable as accounting professionals.  
**Number of Student Artifacts Scored** (sample size): 22  
Will continue using Universal Accounting to administer the QuickBooks Specialist Certification to all students that are enrolled in the ACCT 3500 class. This certification provides an independent source of verification that our students are mastering the concepts taught in the course so that they can become QuickBooks certified.  
**Key/Responsible Personnel:** Derrick Esplin |
| 5D. Communicate/Report – Level 4  
Communicate effectively in quantitative & qualitative terms through writing & speaking  
- a. Acknowledge & explain limitations of endorsed solution  
- b. Integrate skills in on-going process for generating & using information to monitor strategies & make reasonable modifications. |
| Benchmark: Met. The average rubric score, was higher than the benchmark. As part of the assessment for this course, students were required to write a research report on an assigned tax topic. The students were also required to produce a power point presentation that they delivered in front of the class via an oral presentation.  
- The students and the professor graded the oral presentation using a rubric that was designed to grade presentations.  
- As was the case last year, the students continued to score their peers higher, based on the same scoring rubric, as compared to the scores the professor gave on the same presentation. Overall, the professor & the students rubric scores met the required benchmarks.  
**Number of Student Artifacts Scored** (sample size): 23  
Will continue to use the same rubric to assess student learning in regards to the oral presentation of a tax topic in the ACCT 4400 course. Will also continue using the rubric to monitor student learning and assessment in regards to the research report.  
**Key/Responsible Personnel:** Steve Day |
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<th>Learning Outcome for Finance Majors</th>
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<td>6A. Students will demonstrate explicit knowledge level proficiency in financial theory.</td>
<td><strong>Benchmark:</strong> Met. The average percentile for Accounting students on the Accounting section of MFT is 98th percentile. Consistent with 99th percentile for previous 2 semesters.</td>
<td>Recommendations: 1. Review the value of this data and usefulness for program improvement. 2. Revise wording of learning outcome in response to external reviewer recommendations.</td>
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<td>6B. Students will be able to analyze &amp; discuss a financial market.</td>
<td><strong>Benchmark:</strong> Met, except for Conclusion/Synthesis. The rubric mean scores out of 5 &amp; % ≥4: Scope &amp; Depth: 4.56, 100% of students ≥4 (2013-4.56); Trend Analysis 4.69, 88% of students ≥4. (2013-3.89); Benchmark Analysis 4.69, 88% of students ≥4. (2013-4.28); Conclusions/Synthesis 3.63, 63% of students ≥4. (2013-4.5) Conclusion/Synthesis is lowest, below 4/5, with only 63% of students scoring ≥4.</td>
<td>Recommendations: 1. Conclusion/Synthesis is lowest, below 4/5, with only 63% of students scoring ≥4. Need emphasis and rigor applied in all courses to these essential critical thinking and writing skills. 2. A workgroup to be organized for investigating ways to improve analysis &amp; synthesis will cover this SLO also. 3. Revise wording of learning outcome in response to external reviewer recommendations.</td>
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<th>Learning Outcome for Management of Information Services Majors</th>
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<td>7A. Students will demonstrate explicit knowledge level proficiency in Management of Information Services.</td>
<td>No students self-identified on MFT test as MIS students in Fall 2014. Due to the limited number of students graduating in the new MIS emphasis, data is not valid. The low bar because the MFT assesses only basic knowledge. It is not found to be very useful and so this assessment will likely be replaced by more meaningful data that will be determined as the MIS program develops. Recommendations: 1. Keep for now. 2. Revise wording of learning outcome in response to external reviewer recommendations. 3. Identify MIS students earlier and capture in Banner, so can track.</td>
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<td>7B. Students will be able to analyze &amp; validate an online business.</td>
<td>This assessment is no longer considered appropriate. A new faculty member has been hired to develop the MIS program. IT 3500 is not an MIS course. As the MIS degree is further developed, a summative senior project will be offered and used for assessment. 12. Revise wording of learning outcome in response to external reviewer recommendations.</td>
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