# Report of Outcomes Assessment Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Bellevue University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Business Unit</td>
<td>College of Business</td>
</tr>
<tr>
<td>Academic Year</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>
Outcomes Assessment Plan

Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

_____ The outcomes assessment plan that we have previously submitted is still current.

X Changes have been made and the revised plan is attached.

_____ We have made changes and the revised plan will be sent to the IACBE by: ____________________________
Directions

Complete the Outcomes Assessment Results form below. **Note:** Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

An example of a completed form can be found in a separate document that is available for download on the IACBE’s website at: [www.iacbe.org/accreditation-documents.asp](http://www.iacbe.org/accreditation-documents.asp).

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) intended student learning outcomes, and (iii) intended operational outcomes. In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” **DO NOT ADD OR DELETE COLUMNS.** Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “NA” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Please be sure to delete these directions before submitting your form to the IACBE.
Outcomes Assessment Results  
For Academic Year: 2015-2016  

Section I: Student Learning Assessment  

<table>
<thead>
<tr>
<th>Program Intended Student Learning Outcomes (Program ISLOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Learning Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Program Learning Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Program Learning Outcome 3</strong></td>
</tr>
<tr>
<td><strong>Program Learning Outcome 4</strong></td>
</tr>
<tr>
<td><strong>Program Learning Outcome 5</strong></td>
</tr>
</tbody>
</table>

Assessment Instruments for Intended Student Learning Outcomes—
Direct Measures of Student Learning:  

<table>
<thead>
<tr>
<th>Performance Objectives (Targets/Criteria) for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Direct Measure 1</strong></td>
</tr>
<tr>
<td>Objective (Target/Criterion) for Direct Measure 1</td>
</tr>
</tbody>
</table>

| 2. Direct Measure 2 | Through submissions for major course projects in MBA 624, MBA 641, |
| Objective (Target/Criterion) for Direct Measure 2 | |
MBA 655 and MBA 680, evaluation of the students’ **problem solving skills** will be made to assess if the program learning outcomes for problem solving skills are being realized. General Program ISLOs Assessed by this Measure: 1, 2, 3

For the major projects in MBA 624, MBA 641, MBA 655, and MBA 680 which focus on problem solving skills, at least 85% of the submissions will score at least 82% with only 2% scoring below 70% using grading rubrics designed for the designated submission.

### 3. Direct Measure 3
Program ISLOs Assessed by this Measure: *Outcomes List*

**Objective (Target/Criterion) for Direct Measure 3**

### 4. Direct Measure 4
Program ISLOs Assessed by this Measure: *Outcomes List*

**Objective (Target/Criterion) for Direct Measure 4**

---

### Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:

#### 1. Indirect Measure 1
**Alumni Survey – Employment Change**
Through a survey, MBA graduates report how many have earned a promotion, salary increase or new job which is attributable in whole or part to earning the MBA degree. General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, & 5

**Objective (Target/Criterion) for Indirect Measure 1**
At least 75% of those responding to this question will respond favorably that the MBA degree has enabled them to earn a promotion, salary increase, or new job.

#### 2. Indirect Measure 2
**Performance:** Through a survey, MBA graduates report if their co-workers or managers have commented favorably on their communication and/or problem-solving skills since earning their MBA. General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, & 5

**Objective (Target/Criterion) for Indirect Measure 2**
At least 60% of those responding to this question will respond favorably that their co-workers or managers have commented that their communication and/or problem-solving skills have improved since earning their MBA degree.

#### 3. Indirect Measure 3
**Productivity, Collaboration & Innovation:** Through a survey of graduates of the MBA program, the graduates will respond favorably that their co-workers or managers have commented favorably of their improved collaboration, team-building and trust skills that are attributable in whole or in part to earning their MBA. General Program ISLOs Assessed by this Measure: 2

**Objective (Target/Criterion) for Indirect Measure 3**
At least 40% of those responding to this question will respond favorably that their co-workers or managers have commented that their collaboration, team-building and trust skills have improved since earning their MBA.

#### 4. Indirect Measure 4
**Act More Socially and Ethically Responsible:**
Through a survey of graduates of the MBA program, the graduates will respond favorably that their co-workers or managers have

**Objective (Target/Criterion) for Indirect Measure 4**
At least 60% of those responding to this question will respond favorably that their co-workers or managers have commented that they behave more responsibly toward others or act more socially and ethically.
commented favorably that they behave more responsibly toward other or act more socially and ethically responsible that are attributable in whole or in part to earning their MBA.

**General Program ISLOs Assessed by this Measure:** 4

<table>
<thead>
<tr>
<th>5. <strong>Indirect Measure 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Content Relationship to Professional Life</strong></td>
</tr>
<tr>
<td>Through a reflection in the major course submissions in selected MBA core courses, an evaluation of the students’ reflections how the course content relates to their professional lives will be performed.</td>
</tr>
<tr>
<td><strong>General Program ISLOs Assessed by this Measure:</strong> 3</td>
</tr>
</tbody>
</table>

**Objective (Target/Criterion) for Indirect Measure 5**
For the major projects in selected MBA core courses, at least 50% of the students will respond favorably that the course content relates to their professional lives.

---

**Learning Assessment Results: Name of Program 1**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. **Summary of Results for Direct Measure 1 – Partially Met**
The results for the 2015-2016 academic year of M1: Communication skills are provided in an Excel Document titled MBA 2015-2016 Assessment Plan - Direct Measures - MBA Course Results which can be found in the Document Repository. This measure was expanded to include six MBA core courses, MBA 615, MBA 624, MBA 635, MBA 655, MBA 675, and MBA 680. The results were obtained for a representation of all courses for all terms beginning in the summer 2015 and continuing through the spring 2016 and the results are representative of all instructors teaching these courses. Although measure M1 is specifically for communication skills, it was difficult to uniquely identify some of the assignments as strictly communication assignments. Hence any of the assignments that had a communication component have been included in these results. Although the results might vary, it is not believed that this has affected an assessment as to whether the target has been met. Based on the results provided above, the target of at least 85% of the submissions will score at least 82% with only 2% scoring below 70% was partially reached for the program. The overall results for the percent scoring at least 82% was 83.5% so this measure was met. In looking at the results by course, the results appear to be skewed by the results for MBA 624 and MBA 675. When the results for these two courses are removed from the results, 90.5% scored at least 82%. In looking at the results for MBA 675, the score on the selected assignment reflects students who did not include all of the required parts of the assignment rather than a direct focus on the communication skills themselves. Hence, when removing this course, there were 88.2% scoring at least 82% composite. When looking at those scoring below 70%, overall 3.9% were in this category. However, if the results for both MBA 624 and MBA 675 are removed from the results, there were 1.4% scoring less than 70%. The assignment for MBA 624 is a combination of problem solving and communication. Hence, these results are biased more towards the problem-solving performance more than the communication performance. The results for MBA 675 are discussed above. If the results from these two courses are removed, it can be considered that this part of the measure also reached the target.

2. **Summary of Results for Direct Measure 2 – Not Met**
The results for the 2015-2016 academic year for M2: Problem-solving skills are provided in an Excel Document titled MBA 2015-2016 Assessment Plan - Direct Measures - MBA Course Results which can be found in the Document Repository. This measure was expanded to include six MBA core courses, MBA 624, MBA 635, MBA 641, MBA 655, MBA 675, and MBA 680. The results were obtained for a representation of all courses for all
terms beginning in the summer 2015 and continuing through the spring 2016 and the results are representative of all instructors teaching these courses. Although measure M2 is specifically for problem-solving skills, it was difficult to uniquely identify some of the assignments as strictly problem-solving assignments. Hence any of the assignments that had a problem-solving component have been included in these results. Although the results might vary, it is not believed that this has effected an assessment as to whether the target has been met. Based on the results provided above, the target of at least 85% of the submissions will score at least 82% with only 2% scoring below 70% was partially reached for the program. The overall results for the percent scoring at least 82% was 79.4% so this measure was not met in its entirety for all of the courses which were included in the assessment. In looking at the results by course, the results appear to be skewed by the results for MBA 624, MBA 641 and MBA 675. Of the MBA courses, these are probably more demanding analytically. When the results for these three courses are removed from the results, 94.4% scored at least 82%. In looking at the results for just MBA 675, the score on the selected assignment reflects students who did not include all of the required parts of the assignment rather than a direct focus on the problem-solving skills themselves. Part of the assignment is to include an application of one of the analytical skills and this is specifically identified in the assignment documents. However, this is often omitted in its entirety or is only discussed but not demonstrated. Removing the results for this course and MBA 624 and MBA 641 result in the measure for those scoring 94.4% which meets the target of at least 82% as being met. Similarly, by removing these three courses, the measure for those scoring below 70% is 1.9%. This indicates that this measure (those scoring below 70%) is also met. Hence, the conclusion that can be drawn is that although the students are showing problem-solving skills, there is also opportunity for improvement based on the core courses in the MBA which are three of the more analytical ones. As a top priority for the College of Business and in particular the MBA program for the 2016-2017 academic year is the development of the 6-week MBA cohort program, an action plan specifically focusing on the improvement of the problem-solving skills will be incorporated into the program development. This will also be consistent with the focus of the 6-week MBA Cohort program's focus on the seven university skills, of which the problem-skill is one.

3. Summary of Results for Direct Measure 3

4. Summary of Results for Direct Measure 4

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1 – Partially met
   Approximately 1440 surveys were sent to graduates of the MBA program since January 1, 2010. 62 responded to this question. Of these, 45 or 73% responded favorably.

2. Summary of Results for Indirect Measure 2 – Met
   Approximately 1440 surveys were sent to graduates of the MBA program since January 1, 2010. 145 responded to this question which was composed of two parts on the survey. The first part was asking about the communication skills and the second part was asking about the problem solving skills. Of these, 81 or 56% responded favorably to either the communication or problem solving skills. Specifically for the communication skills, 79 responded to this question and 42 or 53% responded favorably. Specifically for the problem solving skills, 66 responded to this question and 39 or 59% responded favorably. Although the results obtained for this measure were reasonably close to the targets, the targets were still not satisfied. Hence, actions needed to be taken to improve the performance related to this measure. Rather than focus on actions to implement specifically in the current MBA program, the actions will be coordinated with the development of the 6-week MBA cohort program. This program will have specific performance outcomes and rubrics focusing on the problem solving and communication skills. As this program has a high priority
within the university and is scheduled to start November, 2016, resources are being prioritized towards this development. Once this program has been developed and started, the current MBA program (a traditional 12 week program) will be rationalized with the 6-week MBA cohort. At that time, the problem solving and communication performance outcomes and rubrics will be reflected in the current MBA program.

3. Summary of Results for Indirect Measure 3 – Met
Approximately 1440 surveys were sent to graduates of the MBA program since January 1, 2010. 60 responded to this question. Of these, 26 or 43% responded favorably to this question.

4. Summary of Results for Indirect Measure 4 – Met
Approximately 1440 surveys were sent to graduates of the MBA program since January 1, 2010. 61 responded to this question. Of these, 26 or 64% responded favorably to this question.

5. Summary of Results for Indirect Measure 5 – Met
This measure was developed and tested during the 2015-2016 academic year. The pilot course used was MBA 675 (previously MBA 626). The initial results in the summer, 2015 were limited in number. Some revisions in the question were made starting in the fall. There are still limited results. Of the 130 students surveyed, about 50 replied. It would be expected that there would be a significantly higher percentage replying as this was part of the required assignment submission. It should approach 100%. Of those replying, 100% did respond favorably to this question. As part of the action plan for the 2016-2017 assessment year, the specific assignment asking for the students to reflect on how the course content relates to their professional lives will be revised to highlight this part of the assignment. It is believed that the way this was asked in the assignment, it might have been overlooked by many students. However, it is possible that the students do not see the course content relating to their professional lives and therefore did not respond to this question for that reason. The question asking this will be revised to ensure that this question is clear and acknowledge whether the course content does or does not relate to their professional lives. In addition, this question will be added to the MBA 680 course as this represents the capstone course for the MBA program.

Summary of Achievement of Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program ISLOs</td>
<td>Direct Measure 1</td>
</tr>
<tr>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
<tr>
<td>1. Program Learning Outcome 1</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Program Learning Outcome 2</td>
<td>Partially met</td>
</tr>
<tr>
<td>3. Program Learning Outcome 3</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. **Course of Action**  
   Following is a capsule summary of the plan 2015-2016 action plan for the MBA program. The complete action plan can be found in the Document Repository as a Word document titled 2015 - 2016 MBA Program Action Plan - July 2015. The updated mapping of the MBA core courses can also be found in the Document Repository as an Excel document titled MBA Core Courses Mapping – July 2015.

   The 2015-2016 Action Plan is composed of several parts. Some activities were identified during the development of the revised program as being valuable components of the revised program. However it was determined that these would not be able to be started until 2015-2016 and were not critical for the start of the redesigned program. Others of these were started during 2014-2015 but were not completed during 2014-2015. A third set of activities, and the most important, have been identified as needed to support the university’s initiative to produce graduates with the skills needed in the workplace, not only the discipline specific knowledge and competencies but also the “power skills” that shape the students capabilities personally, socially, and professionally. Following are the key components of the 2015-2016 Action Plan.

   At the end of each of these components of the action plan is an identification of the measure that will be used to determine completion of this activity.

   1. **Completion of MBA Program Resources material** Measure: Creation of the MBA Program Resources tab on Blackboard in all of the MBA courses and inclusion of the current list of concepts that have already been identified as components of this resource.

   2. **MBA core course connection and linkage visual.** Measure: Creation of this visual and inclusion in the MBA Program Resources tab of this visual.

   3. **MBA Performance Portfolio Measure:** Identification of one or two eportfolio products and preparation of the instructions for extracting the documents from the student’s MBA performance portfolio.

   4. **Complete conversion of the MBA core courses to the Blackboard template Measure:** Status of the compliance by the MBA core courses with the Blackboard template.

   5. **Rubric review Measure:** Documentation of the completion of this review and identification of modifications, if appropriate, to the rubrics.

   6. **Complete the transition of the remaining MBA core courses to the new program Measure:** Documentation of the start the nine MBA core courses as part of the revised MBA.

   7. **Concentration Updates Measure:** Development of the revised concentrations in time to start the updated concentrations in the fall, 2016.

   8. **Continued integration of the MBA core courses Measures:** Performance towards the targets that are established as part of the 2015-2016 Action Plan and program assessment.

   9. **Indirect Measures Measures:** Updating of the indirect measures as identified is the first measure of satisfying this item. The second is the performance towards the targets of the indirect measures that are added as a result of this action plan item. Following are the additional indirect measures that are being added to the 2015-2016 assessment plan:

   10. **Problem Solving Skills Measure:** By the end of the 2015-2016 academic year, the resource for helping students improve their problem solving skills and confidence will be in place.
1. Program Learning Outcome 1  
   **Content Skills:** Student should be able to:  
   1.1 Explain concepts and procedures related to business functions and processes and the business profession.  
   1.2 Apply and integrate knowledge and tools used by business professionals.

2. Program Learning Outcome 2  
   **People Skills:** Students should be able to:  
   2.1 Apply effective communication in a variety of professional settings.  
   2.2 Demonstrate effective participation and performance in various group settings in roles as both participants and/or leaders.  
   2.3 Apply an understanding and appreciation of moral and ethical reasoning and responsible leadership.

3. Program Learning Outcome 3  
   **Application Skills:** Students should be able to:  
   3.1 Apply innovation, creativity, and adaptability in problem solving skills.  
   3.2 Apply critical thinking and problem solving skills to make effective business decisions.  
   3.3 Set, prioritize, and achieve goals.

**Intended Student Learning Outcomes: BSBA Major Finance Concentration ISLOs**

1. Note: The assessment plan for 2015-16 did not include learning outcomes for this concentration.

**Intended Student Learning Outcomes: BSBA Major Human Resources Concentration ISLOs**

1. Note: The assessment plan for 2015-16 did not include learning outcomes for this concentration.

**Intended Student Learning Outcomes: BSBA Major Marketing Concentration ISLOs**

Note: The assessment plan for 2015-16 did not include learning outcomes for this concentration.

**Assessment Instruments for Intended Student Learning Outcomes—**

**Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**
1. **Direct Measure 1** Program level exam - Consists of 4-6 questions from core courses (~65 total); reviewed/revised by 20+ business faculty; administered in capstone course; normed against national vendor exam in 2012 with our in-house scores nearly identical to national average scores on national vendor exam: BU Inhouse exam Score = 50%, BU IvySoft Score = 51%, Ivy National Average = 51%, Ivy IACBE Only Ave =57% (BA 439)

General Program ISLOs Assessed by this Measure: 1
Major, Concentration, Specialization, Emphasis, Option, Track ISLOs Assessed by this Measure: NA

**Objective (Target/Criterion) for Direct Measure 1**
Target = 70% of students score above national average results (which were ~50% national average score on IvySoft exam, a national vendor exam)

<table>
<thead>
<tr>
<th>Objective (Target/Criterion) for Direct Measure 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target = 70% of students score above national average results (which were ~50% national average score on IvySoft exam, a national vendor exam)</td>
</tr>
</tbody>
</table>

2. **Direct Measure 2** Program level business plan project

General Program ISLOs Assessed by this Measure: 2, 3
Major, Concentration, Specialization, Emphasis, Option, Track ISLOs Assessed by this Measure: NA

**Objective (Target/Criterion) for Direct Measure 2**
Target = 3.00 or higher average on Likert Scale assessment rubric.

Target performance goals for objectives 1 and 2 were to have average class scores of 3.0 or higher on the rubric, which corresponds to a 70-80% traditional grading level, indicating moderate understanding and application of the concepts.

<table>
<thead>
<tr>
<th>Objective (Target/Criterion) for Direct Measure 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target = 3.00 or higher average on Likert Scale assessment rubric.</td>
</tr>
<tr>
<td>Target performance goals for objectives 1 and 2 were to have average class scores of 3.0 or higher on the rubric, which corresponds to a 70-80% traditional grading level, indicating moderate understanding and application of the concepts.</td>
</tr>
</tbody>
</table>

**Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:**

1. **Indirect Measure 1** BA Program Survey: ~ 38 items addressing students’ self-assessment of achievement of content related to program objectives

General Program ISLOs Assessed by this Measure: 1, 2, 3

**Objective (Target/Criterion) for Indirect Measure 1**
Target: 70% or greater of responses for each survey item are favorable

<table>
<thead>
<tr>
<th>Performance Objectives (Targets/Criteria) for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective (Target/Criterion) for Indirect Measure 1</td>
</tr>
<tr>
<td>Target: 70% or greater of responses for each survey item are favorable</td>
</tr>
</tbody>
</table>

Major, Concentration, Specialization, Emphasis, Option, Track ISLOs Assessed by this Measure: NA
2. Indirect Measure 2
Net Promoter Score
General Program ISLOs Assessed by this Measure: 1, 2, 3,
Major, Concentration, Specialization, Emphasis, Option, Track ISLOs
Assessed by this Measure: NA

Objective (Target/Criterion) for Indirect Measure 2 Target NPS>=28
Depending on the format of the NPS data provided by the University,
either an NPS >= 28 Target, or the following: 1 Average NPS Score of 6 or
higher for BA courses (acceptable range defined by University), 2. 70% of
courses >= 6 NPS. NPS = 28 characterized as “okay”, ultimate goal
would be 50.

Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1

Summary of Results from Implementing Direct Measures of Student Learning:

1. Met - Program level exam: The results indicate that 55% of students scored above a 50% on our in house exam. The average score was around a 52% which is consistent with the target comparison as noted in target description. [Preview Formatting]

2. Met - Program level business plan project: 2015-2016 – Average score for 2015-16 is 3.21 which meets our objective of an average of 3.0. of 6 areas met or exceeded target; average was 2.9, just below target of 3.0

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Met - BSBA Program Survey: Program Survey The administration of survey was implemented by sending survey to all graduates from the BSBA program from June 2015 to the end of May 2016 for a total of 40 graduates. The response rate was less than 10% to that survey, resulting in only three returned surveys. Therefore though the results of the survey are favorable and meet are requirements the survey methods need to adjust in order to increase the response rate

2. Met - Net Promoter Score: BSBA Program’s 39 average NPS is considered good (and an improvement over 2014) in the whole world of Net Promoter, however, it is below the benchmark that the university has of 50

Summary of Achievement of Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Program ISLOs</td>
<td>Direct Measure 1</td>
</tr>
<tr>
<td></td>
<td>Direct Measure 2</td>
</tr>
<tr>
<td></td>
<td>Direct Measure 3</td>
</tr>
<tr>
<td></td>
<td>Direct Measure 4</td>
</tr>
<tr>
<td></td>
<td>Indirect Measure 1</td>
</tr>
<tr>
<td></td>
<td>Indirect Measure 2</td>
</tr>
<tr>
<td></td>
<td>Indirect Measure 3</td>
</tr>
<tr>
<td></td>
<td>Indirect Measure 4</td>
</tr>
</tbody>
</table>
### Content Skills: Student should be able to:

1. **Explain concepts and procedures related to business functions and processes and the business profession.**
   - Met

2. **Apply and integrate knowledge and tools used by business professionals.**
   - Met
   - NA
   - NA
   - Met
   - N/A
   - NA
   - NA

### People Skills: Students should be able to:

1. **Apply effective communication in a variety of professional settings.**
   - NA
   - Met
   - NA
   - NA
   - Met
   - N/A
   - NA
   - NA

2. **Demonstrate effective participation and performance in various group settings in roles as both participants and/or leaders.**

3. **Apply an understanding and appreciation of moral and ethical reasoning and responsible leadership.**

### Application Skills: Students should be able to:

1. **Apply innovation, creativity, and adaptability in problem solving skills.**
   - Met

2. **Apply critical thinking and problem solving skills to make effective business decisions.**

3. **Set, prioritize, and achieve goals.**

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes: Finance, Human Resources, and Marketing Concentrations</th>
<th>Direct Measure 1</th>
<th>Direct Measure 2</th>
<th>Direct Measure 3</th>
<th>Direct Measure 4</th>
<th>Indirect Measure 1</th>
<th>Indirect Measure 2</th>
<th>Indirect Measure 3</th>
<th>Indirect Measure 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

Continue to convey assessment results to a large number of faculty who teach in the BSBA program, particularly to improve the integration of the academic content with the overall experience of the student in the program.

### Student Learning Assessment for: Bachelor of Science in Accounting

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Apply accounting concepts and procedures for strategic and operational problem solving and decision making.
2. Analyze information using industry-specific technology.
3. Communicate in a variety of professional media contexts including report analysis
4. Apply ethical principles and critical thinking skills to accounting and evaluation of organizational decisions.
5. Evaluate the impact of international business issues on accounting information.

**Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 ISLOs**

1. See general program learning outcomes.

**Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:**

<table>
<thead>
<tr>
<th>Performance Objectives (Targets/Criteria) for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective (Target/Criterion) for Direct Measure 1</td>
</tr>
<tr>
<td>50% or more of the accounting students will achieve a score of 60% or higher.</td>
</tr>
</tbody>
</table>

**Communication assessment: writing and presentation skills are assessed from various accounting courses using a standardized program rubric across all courses. The writing was assessed during AC331 Income Tax Accounting in both online and residential courses.**

<table>
<thead>
<tr>
<th>Accounting students achieving a score of 70% or higher.</th>
<th></th>
</tr>
</thead>
</table>
Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:

<table>
<thead>
<tr>
<th>Indirect Measure 1</th>
<th>Performance Objectives (Targets/Criteria) for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student satisfaction survey directed to accounting students and alumni.</td>
<td>Objective (Target/Criterion) for Indirect Measure 1</td>
</tr>
<tr>
<td>70% of respondents agree that the accounting program met or exceeded their expectations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect Measure 2</th>
<th>Performance Objectives (Targets/Criteria) for Indirect Measure 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of respondents agree that they have earned a promotion, salary increase, or obtained a new job which was attributable in whole or part to the BSA.</td>
<td>Student satisfaction survey showed 100% of students responding agreed or strongly agreed that My courses and assignments encourage cooperation among students and 100% agreed or strongly agreed that the accounting program met expectations. One of the questions on the Student satisfaction survey was the following: Has your understanding of ethics been enhanced by taking this accounting program? 94% of the respondents said that the accounting program enhanced their understanding of ethics. This survey was given to 33 students in AC 416 Advanced Accounting in fall, winter, and spring terms.</td>
</tr>
</tbody>
</table>

Assessment Results: Bachelor of Science in Accounting

Summary of Results from Implementing Direct Measures of Student Learning:

1. Met - The comprehensive exam was given to AC 416 Advanced Accounting students in the fall, winter, and spring terms. 33 out of 33 students took this exam in academic year 2015-1016. 50% of the students scored 71% or greater on the comprehensive exam.

2. Partially Met - On the communication assessment in AC 341 Accounting Information system, 63% of the class earned above an 80%. The class average was an 82%. 11 out of 11 students submitted the communication assessment in 2015 fall term.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Met - Student satisfaction survey showed 100% of students responding agreed or strongly agreed that My courses and assignments encourage cooperation among students and 100% agreed or strongly agreed that the accounting program met expectations. One of the questions on the Student satisfaction survey was the following: Has your understanding of ethics been enhanced by taking this accounting program? 94% of the respondents said that the accounting program enhanced their understanding of ethics. This survey was given to 33 students in AC 416 Advanced Accounting in fall, winter, and spring terms.

2. Partially met - The Alumni survey given to BSA graduates from calendar year 2015 showed that 50% have earned a promotion or salary increase or obtained a new job which was attributable in whole or part to the BSA. Only 2 out of 28 responded to the survey.
Summary of Achievement of Intended Student Learning Outcomes:
<table>
<thead>
<tr>
<th>General Program ISLOs</th>
<th>Direct Measure 1</th>
<th>Direct Measure 2</th>
<th>Direct Measure 3</th>
<th>Direct Measure 4</th>
<th>Indirect Measure 1</th>
<th>Indirect Measure 2</th>
<th>Indirect Measure 3</th>
<th>Indirect Measure 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
<tr>
<td>1. Apply accounting concepts and procedures for strategic and operational problem solving and decision making.</td>
<td>Comprehensive Exam Partially met</td>
<td>N/A</td>
<td>N/A</td>
<td>Student Satisfaction Met</td>
<td>Alumni Satisfaction Partially Met</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>2. Analyze information using industry-specific technology.</td>
<td>N/A</td>
<td>Accounting Project Partially met</td>
<td>NA</td>
<td>NA</td>
<td>Student Satisfaction Met</td>
<td>Alumni Satisfaction Partially Met</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>3. Communicate in a variety of media and professional settings.</td>
<td>N/A</td>
<td>Accounting Project Partially met</td>
<td>NA</td>
<td>NA</td>
<td>Student Satisfaction Met</td>
<td>N/A</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>4. Apply ethical principles in accounting situations.</td>
<td>N/A</td>
<td>N/A</td>
<td>NA</td>
<td>NA</td>
<td>Student Satisfaction Met</td>
<td>Alumni Satisfaction Met</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. **Administer the comprehensive exam in all advanced accounting courses.**

2. **Include cost accounting questions and tax question on the comprehensive exam in order to assess all accounting topics included in the accounting program.**

3. **Include a presentation assignment to assess presentation skills in the accounting curriculum.**
4. Based on the comprehensive exam, identify topics students have difficulty retaining and create a plan to increase retention of learning based on additional projects or assignments designed around those particular problem areas.