

Program Assessment Report

AAB in Business Administration: Marketing 14/15 Program Assessment Report					BASELINE YEAR
Course Assessment Benchmark Faculty	1. Graduates will distinguish and summarize basic accounting concepts	2. Graduates will distinguish and summarize basic marketing concepts.	3. Graduates will distinguish and summarize basic economic concepts.	4. Graduates will distinguish and summarize basic management concepts.	Comments: General Comments about the MFT Exam: In several of the content areas, if we can determine more specificity around the questions, then it can help us to know what to improve. We do not, however, want to "teach to the test".
Course: BUSM2270 Assessment: MFT Grades/ACCT questions Benchmark: 75% or higher Faculty : Hays	30 th percentile BUSM/BUSK students ACCT questions on MFT exam 26 students				Action Items for Accounting: 1 Emphasize financial statement analysis in BUSM Case Studies class 2 Review key BUSM courses to ensure financial and managerial content is present. In this way we will ensure enough repetition with concepts introduced in ACCT1010 and ACCT1030. 3 For #2 above, specifically ensure that Cost/Volume and Profit analysis is included. For instance, in the Marketing class, the discussion on price could be extended to include a Cost/Volume and Profit analysis. 4 Discuss with Ryan Miller his possible role to become the "expert" on managerial accounting as replacement for Don Dicke.
Course: BUSM2270 Assessment: MFT Grades/Marketing questions Benchmark: 75% or higher Faculty : Hays		56 th percentile BUSM/BUSK students MRKT questions on MFT exam 26 students			Action Items for Marketing: 1 Review TAG requirements for Marketing with Bill Flood (adjunct who heavily teaches marketing classes). 2 Review Marketing content in the following areas: <ul style="list-style-type: none"> a. Global Marketing b. Consumer and Industrial Behaviors c. Market Research and

					<p>d. Information Systems</p> <p>e. Marketing Institutions-Social</p> <p>4 P's</p> <p>Note that management students scored in 93rd percentile in Management and Accounting students scored in the 17th percentile in Management so we conclude that most areas for improvement identified in the Management results are driven by the Accounting students. We specifically do not teach Marketing and Management to Accounting students so we conclude that because Management was 93% for Management students, there are fewer areas for improvement. On the other hand, because Marketing was in the 56th percentile for Management students, we have placed more emphasis toward improvements in Marketing.</p>
<p>Course: BUSM2270</p> <p>Assessment: MFT Grades/Economics questions</p> <p>Benchmark: 75% or higher</p> <p>Faculty : Hays</p>			<p>53rd percentile</p> <p>BUSM/BUSK students</p> <p>ECON questions on</p> <p>MFT exam</p> <p>26 students</p>		<p>1. Overall Observation: Overall the Economics scores for the past year have rebounded significantly from the prior year and scores are back into the satisfactory range.</p> <p>1a. Observation: The prior year downturn coincided with the first year that the majority of (Macro-Micro) economics students were enrolled on-line.</p> <p>1b. Speculation: There seems to be a student-instructor learning-curve to on-line course deployment. Numerous homework assignment changes were made to the on-line, specifically with implementation of the mandatory completion of the Sapling on-line homework.</p> <p>1c. Action Item Completed: As of this academic year (2014-2015) , 22 recorded video tutorials of Associate Professor Ross Justice delivering "live" lectures over Microeconomic topics were included as assigned homework viewing for this course.</p> <p>1d. Observation: The weighting of the MFT economics questions were approximately 80% Macroeconomic content and 20% Microeconomic content. Therefore, a greater focus on Macroeconomic topics will have the most significant</p>

					<p>effect on future MFT scores.</p> <p>Accounting students only take Micro or Macro but not both subjects. I could be that Accounting students tend to prefer the Micro course over the Macro course. That trend would tend to depress the MFT Economics scores.</p> <p>1e. Action Item to Complete: This year (2015-2016) recorded video tutorials of Associate Professor Ross Justice delivering "live" lectures over Macroeconomic topics are scheduled to be included in the on-line Macroeconomics course.</p> <p>1f. Observation: The prior year's decline in our student's Economics scores coincided with a nearly equivalent decline and rebound in student scores in the academic areas of Accounting, Management and Marketing.</p> <p>1g. Speculation: A significant portion of the decline and rebounding of Economic scores seems to have been unique to the academic ability of that year's cohort of students... (since the scores in all the tested academic disciplines seemed to track together).</p>
<p>Course: BUSM2270</p> <p>Assessment: MFT Grades/Management questions</p> <p>Benchmark: 75% or higher</p> <p>Faculty : Hays</p>				<p>93rd percentile BUSM/BUSK students MGMT questions on MFT exam 26 students</p>	<p>Action Items for Management: Try to understand why 1) Org Behavior group/team dynamics and 2) Communication areas are low. Even though Accounting students do not take management classes, they should be competent in these areas.</p> <p>Group projects will be stressed more heavily in ACCT classes. When ACCT classes use groups, the students are allowed to choose their fellow group members. Students will be put into groups more for projects.</p> <p>Note that management students scored in 93rd percentile in Management and Accounting students scored in the 17th percentile in Management so we conclude that most areas for improvement identified in the Management results are driven by the Accounting students. We specifically do not teach Marketing and Management to Accounting students</p>

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BASELINE YEAR

Course Assessment Benchmark Faculty	5. Graduates will identify and apply appropriate computer applications to record business data and presenting business information for operational use.				Comments
Course: CISS1220 Assessment: Final Project Grade Benchmark: 75% or higher Faculty Morrison	70% of students met benchmark 63 students				Based on their final Excel projects for Fall and Spring semesters. Approximately 10 students simply did not complete the assignment. If their scores were removed, the percentage moves to 85%. Action Items for CISS1220: Talk to Morrison about the content of the project (which doesn't seem to be the problem) and help determine why multiple students did not complete the assignment.

