

2013 Degree Program Assessment

College of Business

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The Assessment Review Committee in the College of Business—Janet Bailey, Department of Business Information Systems; Bruce Lindeman, Department of Economics and Finance; Robert Oliva, Department of Accounting; Tom Tudor, Department of Management; and Robert Mitchell, assessment coordinator—evaluated the degree program assessment reports, which documented assessment activities conducted during 2013. The reviews were based on the evaluation checklists provided at the UALR Assessment Central site. Ten programs (7 undergraduate and 3 graduate) in the College of Business were assessed; five graduate programs were not assessed, mostly due to program revisions. All evaluated program assessment reports meet expectations.

The following conclusions were drawn regarding degree program assessment in the College of Business:

1. The programs either have workable program assessment plans or are revising plans based on program changes.
2. Overall valid data collection is evident with analysis based on detailed rubrics.
3. Improvement is observed in programs collecting data aligned to objectives being assessed.
4. A weakness is the lack of identified curricular changes needed to respond to assessment results.
5. Limited involvement of stakeholders beyond a few program faculty members continues to be indicated on most reports.

Degree Program Assessment Reports Reviewed

BBA (BS) in Accounting (meets expectations)

Two learning goals (professional and technical knowledge and communication skills) were assessed. The learning outcomes/objectives were clearly stated and consistent with the assessment plan.

Assessment activities reported are linked to the assessment goals and objectives: Used Major Field Test (MFT) and a comprehensive exam in the Accounting Department's capstone course (ACCT 4311) to assess accounting objectives. College assessment conducted in MGMT 3380 Business Communication was used to assess the objective relating to written and oral communication skills. (This aspect of assessment, however, was not listed under objectives assessed; it should to be mentioned in "Course and Activities Where Program Assessed.")

The report reflects excellent assessment methods and excellent analysis of results; discussion of results with faculty and students is noted in "Methods Used." Yet feedback from these sources is not identified. Conclusions are drawn relating to communication assessment but not other assessments.

Recommendations:

- Draw specific conclusions from all assessed data.
- Identify results of sharing with faculty and other stakeholders.
- Identify curricular recommendations as appropriate.

BBA in Economics (“minimally” meets expectations)

Two learning goals (economic relationships between countries and statistical techniques) were assessed as part of imbedded assessments in ECON 4320 and economics related results in the MFT test.

In connection with the imbedded assessments, the report indicates that students “demonstrated” understanding. However, no data were provided to operationalize “demonstrated” in the year tested to compare to prior years.

In connection with the results in the MFT test, the report indicated the performance of all our business students in the economics relevant questions in the MFT and compared it to national data for all business majors.

Recommendations:

- Identify data collected in ECON 4320 and the specific analysis leading to conclusions regarding student understanding of identified concepts.
- Provide trend data if possible.
- Consider more stakeholder involvement. If there is such involvement, include in the assessment report.

BBA in Finance (meets expectations)

Learning goals assessed were not identified in the report. Assessment took place in Finance 4395 (capstone finance course) using the Bloomberg Assessment Test (BAT). The Bloomberg Assessment Test (BAT) reasonably assesses finance students with the added value that scores can be compared across the United States. Results were communicated to faculty but with no mention of feedback from faculty. Faculty, however, had provided prior feedback concerning how to address assessment weaknesses.

- Assessment results were clearly stated.
- Analysis of data is appropriate given the type of assessment method used.
- Assessment results are linked to the learning outcomes addressed.
- Conclusions stated are reasonable given the findings reported.

Recommendations:

- Revise goals/objectives to better link to the BAT. (Goals/objectives need to be listed in assessment progress report so that report can stand on own.)
- Strengthen the feedback loop to document feedback from stakeholders; consider reporting feedback from Year A in Year B to adjust reporting to match feedback cycle.

BBA in International Business (“minimally” meets expectations)

Two learning goals (nature of international business and trends in international trade and investments patterns) were assessed using results from questions addressing international issues in the Majors Fields Tests, and “results” from four multidisciplinary courses, “when available.” The report indicates the average number of correct answers in the relevant areas of MFT for all our business majors. The report also indicates the national average in the same questions for all business students taking the MFT nationwide.

Recommendations:

- Incorporate stakeholder involvement and report feedback.
- Assess at least one objective each year through data collection from IB majors.

BBA in Management (meets expectations)

Four goals (communication, problem solving, cultural issues, and business knowledge) were assessed. Assessment data were collected from five COB core courses (including Management courses) required for all BBA degrees. Process and results are clearly stated and parallel the assessment plan. Conclusions are based on findings. Plans for using results in curricular revision/strategic planning are stated. Involvement of stakeholders is identified.

Recommendations:

- Identify potential curricular adjustments to be made for the successive year based on assessment findings.
- Consider collecting assessment data from a course required of Management majors only to better evaluate performance of management majors versus major in other degrees.

BBA in Management Information Systems (meets expectations)

Two goals (business knowledge and communication skills) were assessed. Goal 1 (demonstrate competence in applying fundamental business knowledge) was assessed in MGMT 4380 using the ETS Major Field Exam and in MGMT 4355 using the program capstone project. Goal 4 (display effective communication skills) was assessed in MGMT 3380 using recorded oral presentations.

Assessment findings indicate performance on the Major Field Exam continued a rising trend over the past two years. 100 percent of students scored acceptable or exemplary in oral communication. Conclusions were that minimal improvement might be needed in a couple of detail areas but that, in general, results were satisfactory and no substantial changes were necessary.

BBA in Marketing (meets expectations)

Four learning goals (marketing management knowledge and conceptual and analytical skills relating to potential target markets, acquiring and using market information, and managing the marketing function) were assessed using the 70-question (7 parts, 10 questions/part), department created, multiple-choice competency exam, administered in in capstone marketing class (MKTG 4385) over recent years. Questions were chosen from publishers' databases addressing fundamental knowledge and ability to apply knowledge in the seven different areas.

The results reported show percent correct per part and ranking among the seven parts over the last three years. As only the correct percent of answers are reported per part, it appears the Department has not established a specific target threshold for any of the parts. However, the findings show the relative performance over the seven areas over the years. While Product Strategy, Promotion, and Consumer Behavior hover around the middle ranks in 2011 and 2013, substantial improvement were recorded in the Distribution and Pricing parts of the exam, and substantial declines were recorded in the Research and Target Strategy parts of the exam. A solution to the decline has been addressed by curriculum redesign including new courses scheduled to appear before the next assessment cycle. Last, there are no comments about stakeholder involvement.

Recommendations:

- Consider having the faculty establish specific targets to determine what percent score is "acceptable" in each area tested. As the test has been administered over the years, an average percent per section can be determined and then used to determine the "acceptable" target by increasing the average percent by X percent, with said target to be reached academic year 20XX.
- Encourage more stakeholder involvement. If there is such involvement, include in the assessment report.

MBA (meets expectations)

All goals and objectives were evaluated and redesigned for 2014 assessment. Functional business knowledge goal was assessed. Results clearly stated; conclusions based on results. Complete assessment rubric documentation is provided for all learning objectives with a timetable established for future assessment. A revised plan is provided.

Recommendations:

1. Continue to show triangulation of results by using multiple assessment tools.
2. Continue to use graphical trending charts for enhanced data visualization.

Graduate Certificate in Management

Process is clear. No data were collected in 2013 since the courses in which assessment data are collected were not offered in 2013. Description of changes to the program is included. Future stakeholder involvement is clear.

Recommendations:

1. Add section on proposed curricular changes based on assessment findings as needed.

MS in Accountancy

In preparation for the AACSB accreditation visit in 2013, a more intense assessment was conducted for the MACC in 2012. As full assessment is not required every year, the Department decided to re-evaluate the Learning Objectives during the 2012-2013 academic year for implementation beginning in the fall of 2014.

Four learning goals with learning objectives have been identified.

Graduate Certificate in Accountancy

In preparation for the AACSB accreditation visit in 2013, a more intense assessment was conducted for the programs in 2012. As full assessment is not required every year, the Department decided to re-evaluate the Learning Objectives during the 2012-2013 academic year for implementation beginning in the fall of 2014.

Learning goals with learning objectives have been identified.

Master of Science in Management Information Systems (meets expectations)

Three goals (technical competencies, leverage information, and communication competencies) were assessed using student projects in MGMT 7307 and case analyses and papers in MGMT 7352. In MGMT 7353 (the program capstone course) the final project (oral) and the comprehensive program review examination (developed by Management Information Systems faculty) were evaluated using multiple reviews by faculty. Student performance in Technical Competence was satisfactory, with an improvement over the previous year; recommended actions from the previous year's assessment were implemented. Performance in articulating strategic use of IT solutions to constituents was satisfactory overall, but only 30 percent of students met the goal for audience adaptation. Verbal communication competencies were deemed acceptable or exemplary for all students on each criterion. Performance on the comprehensive program review examination improved from 2012 to 2013 (65% to 76%).

Several actions were recommended for all three courses, although no significant revision was found to be necessary. Information from assessments is distributed to stakeholders.

Graduate Certificate in Management Information Systems (meets expectations)

Two goals (technical competencies and leverage information) were assessed in two courses, MGMT 7307 and MGMT 7352. Case analyses, technical projects, and written projects were examined and assessed using multiple reviews by Management Information Systems faculty. Student performance in technical competence was satisfactory with improvement over the previous year; recommended actions from the previous year's assessment were implemented. Performance in articulating strategic use of IT solutions to constituents was satisfactory overall, but only 30 percent of students met the goal for audience adaptation. Actions were recommended for both courses but no significant changes were necessary.

Master of Science in Taxation

In preparation for the accreditation visit expected in 2013, a more intense assessment was conducted for the Masters of Science in Taxation (MST) in 2012. As full assessment is not required every year, the Department decided to re-evaluate the Learning Objectives during the 2012-2013 academic year for implementation beginning in the fall of 2014.

Learning goals with learning objectives have been identified.

Graduate Certificate in Taxation

In preparation for the accreditation visit expected in 2013, a more intense assessment was conducted for the Graduate Certificate in Taxation in 2012. As full assessment is not required every year, the Department decided to re-evaluate the Learning Objectives during the 2012-2013 academic year for implementation beginning in the fall of 2014.

Learning goals with learning objectives have been identified.