Department of Accounting

Accounting BS/BA
The Department of Accounting faculty met to discuss student learning outcomes findings and discuss needed changes. They are:
1. Professors will continue to emphasize the need for adequate preparation for the CPA exam. The Department is in the process of developing a CPA review course for credit at the graduate level.
2. Writing, oral and teamwork building assignments across the curriculum are being coordinated and evaluated by the faculty. Rubrics will be developed in order that these learning objectives can be assessed. The purpose is to meet the “communicate professionally” learning objective.
3. Professors will continue to discuss with the students the learning objects in the curriculum. Professors will focus on what changes can be made either the curriculum, assignments or projects to strengthen the learning objectives.
4. The Department has formed a committee to review and revise the assessment measurement tools. The focus will be on the program assessment as opposed to assessment at the course level. The committee will develop a curriculum map so learning objectives at the program level can be assessed.

Department of Economics

Economics BS/BA
The undergraduate committee and the department will revisit our student-learning objectives. We will propose the following changes:
1. The current list of 10 objectives are relatively narrow, and do not include the ability to communicate effectively. I will be proposing that we adopt three broad objectives.
2. The number of questions included in the common-exam portion of Principles’ classes will be reduced from 40 to 5 questions. The goal of this portion of the assessment is to measure our students’ understanding of basic economic principles; performance on 5 well-designed questions should provide ample information on student understanding of basic economic principles.
3. Students will be required to complete an exit survey in the capstone course. This survey will gather information on student plans following graduation, as well as information on student perspectives about the program.
4. Since students who decide to major in economics do well in economics, the performance of economics majors in the Principles’ courses is likely to be a biased assessment tool. In the future, we plan to report data on the performance of business majors, non-business majors and economics majors.

Closer examination of the common-exam data indicates that students do well on relatively narrow topics, such topics, such as understanding opportunity costs and the determinants of long-run economic growth, and struggle with objectives where they are asked to apply such tools to more complicated problems.

5. Overall, results from the rubric are encouraging, although we could improve in every area. The ability to use data receives the lowest score. This is not unexpected, as working with data requires a good deal of practice.

**Department of Finance**

**Finance BS/BA**
In 2013 the average assessment for each LO was substantially above the expected result. Most of the individual assessment outcomes met or were above the expected result with just two exceptions. The first exception was an assessment of Learning Outcome #3 in FIN 312 which was just slightly below expectations (74% versus 75%). The second exception was an assessment on Learning Outcome #4 from FIN 410. However, it is substantially improved from 2 years ago (70% versus 65%). This has been the one Learning Outcome we have worked on the most in the recent past as the assessment from FIN 321 was only 69% two years ago but has improved dramatically to 80% this year. The faculty in reviewing the assessment outcomes have recognized these two weakest assessments (LOs #3 and particularly #4), and will pay special attention to stressing the relevant material in future classes. We have been successful in raising these assessments in the past and hope to be further successful in the future.

**Department of Management, Entrepreneurship and Technology**

**Management BS**
Results indicate a decline in performance relative to the calendar 2012 results and largely mirror the results of 2011 and 2010. The 2010 and 2011 reports indicated that low results may and decline relative to 2009 were likely due to a number of cultural and structural changes and made a number of specific recommendations for dealing with those changes. The 2012 report indicated those efforts had been successful. Therefore,
the results of the current report are disconcerting as they indicate the improvements were not sustained.

**Entrepreneurship BS**
Drawing conclusions based on such a small sample is difficult. A turnover in entrepreneurship faculty and a merger of departments resulted in data being collected for only one semester during the 2013-2014 academic year. The entrepreneurship major also experienced a reduction in enrollment under the prior department leadership. It is being reemphasized under the current department leadership and the number of majors is expected to steadily increase as the program is marketed to the university population.

**Department of Marketing and International Business**

**International Business**
The data do not suggest compelling need for changes with respect to the learning objectives addressed, because the results meet or exceed expectations. As indicated in last year’s report, the greatest assessment need for this program was to broaden the assessment measures used to include an instrument to assess learning objectives students are expected to achieve outside the department (foreign language competency and working knowledge of a functional area of business). Fortunately, bringing the major into the Marketing and International Business Department has made it possible to reinstate the international capstone course, BUS 498, beginning summer of 2014. This will allow the program to resume conduct of an exit survey of majors, thus providing a broader picture of program outcomes.