Assessment of BBA Majors and BS in Professional Accountancy
Business Core Summary Analysis  September 2014

The overall goal score for the ETS Major Field Test was not met this past year. The average score for baccalaureate programs placed our students in the 34th percentile. This is the lowest score in a number of years (68th, 75th, 43rd, 45th and 59th percentile). It did bring the six year average down to 50th percentile. This does still meet the overall goal of being in the 50th percentile. There was less emphasis on the test this past year. There were fewer review sessions for students. Students in baccalaureate programs score between the 92nd and 2nd percentile.

ETS also provides assessment indicators. Unfortunately, ETS does not provide assessment indicator data for individuals; and we receive data for all of the students who take the test. The indicator data below includes all majors taking the test, including the BBA majors and the BS in Professional Accountancy. No BS Ed. in Business Education majors took the exam this past year.

There was some improvement in the indicator scores. Other areas showed decline. Areas where the outcome goal is met are: Accounting (54th percentile), Economics (66th percentile), Finance (55th percentile), Quantitative (87th percentile), International (97th percentile) and Information Systems (50th percentile). Areas where the outcome goal is not met are: Management (30th percentile), (Legal (12th percentile), and Marketing (30th percentile).

This year the students scored in the 30th percentile for Management. This is a decline from last year’s 78th percentile score. The management program has been modified with the goal of improving student learning and collaterally, the test score. Trends will be watched in the future.

The area with the lowest score this year is Legal (12th percentile). It appears that more students are taking this course online. There may be quality issue with the online course. Last year the students scored in the 59th percentile. Additional review by students may be required. Trends will be watched in the future.

The decline in Information Systems is scores from 2011 to 2013 is most interesting. The DSU curriculum has a strong academic component in information systems. BBA students take a semester of programming in addition to six credits of computer applications and an MIS course. This year the score improved to the 50th percentile. The six year average places our graduates in the 49th percentile. This trend will be investigated with the IS faculty who teach the MIS course.

On the positive, using the six year average of the indicator scores, the goals are met for six of the nine indicator areas. The areas not meeting the goal are Economics (44th percentile), Legal (47th percentile), and Information Systems (49th percentile).
The process for reporting and analyzing survey data has been modified. Graduates are surveyed at one and three years following a graduating class; and employers are surveyed one year following a graduating class. Survey data is tracked with the test data for a given graduating class. This will give a better assessment of the programs. The survey instrument was changed in the spring of 2010. A four point Likert scale was used. This replaces a Five point Likert scale. Graphic information will be different.

The fourth year’s data for the employer and alumni surveys is available. The satisfaction data is favorable. Most criteria were met. This is similar to prior years.

Student satisfaction information is gathered using the Students Satisfaction Inventory Survey and the Priorities Survey for Online Learners. The satisfaction data is favorable. Most criteria were met. This is similar to prior years.

A table and graphs are available that illustrate the average score and percentile rank results from the ETS Major Field Test for the last 17 years. Indicator results are also graphed. The data is grouped. All of the BBA majors and BS in Professional Accountancy majors are grouped together.

The placement rate for graduates remained strong. 95% of the graduates found infield jobs. The goal of 90% should be raised to 95%.

2014-15 Program Core Changes for Continuous Improvement:

1. Student in Principles of Accounting will receive additional assignment the reference 10-K reports.

Other changes for improvement are found below.

Assessment of BBA Accounting Majors and BS in Professional Accountancy Summary Analysis September 2014

Goals for the accounting majors taking the MFT exam have been met for four of the last six years. This past year the scores on the MFT exam fell to the 37th percentile. This is well below the 75th percentile goal. Graduating seniors scored in the 86th percentile on the accounting portion of the test. This is slightly lower than the 90th percentile goal. There were a small number of accounting majors graduating this year. Scores will be watched for trends in the future.

An assessment test for accounting majors is administered to graduating seniors. The test consisted of 35 multiple choice questions. The test is also administered as a pre-test to accounting majors in the fall semester of their junior. Five years of comparative data are now available. The increase in scores from the pre-test to the post-test has ranged from
60% to 68% in 2010 through 2012. The benchmark goal has been set at a 65% increase in score. The last two years increase was 44 and 37%. This may be an anomaly, due the small number of students taking the post test in these years. Regardless, the five year average for the test is now at 55%. This is a raw average, not a weighted average.

The data is further segmented by accounting area (Income Tax, Intermediate Accounting, Accounting Systems/Auditing and Cost Accounting). The size of the increases are very variable. Upper level accounting courses are taught every other year. There is a timing effect in the scores. The five year averages are: Income Tax: 46%, Intermediate Accounting 36%, Accounting Systems/Auditing 93%, and Cost Accounting 56%.

2014-15 BBA Accounting Majors and BS in Professional Accountancy Changes for Continuous Improvement:

1. In Intermediate Accounting, research assignments that reference the Accounting Pronouncements Codification will be given.

Assessment of BBA Finance Majors
Summary Analysis

Goals for the finance majors have been met for the last several years. Overall, the finance major’s scored in the 34th percentile for the entire test. This is below the 75th percentile goal. Scores will be watched for trends in the future. There were enough finance majors graduating to obtain indicator scores. In 2013-14 year finance majors scored in the 77th percentile on the finance portion of the test. Additional in-course measures were added to the major in 2011-12 for key objectives. With three year’s worth of data, students meet the objectives of 70% in two of the three courses. Data will need to be collected into the future.

2014-15 BBA Finance Majors Changes for Continuous Improvement:

1. Although technology is integrated in course delivery, more emphases will be given to problem solving using equations instead of excel functions. The goal is to reinforce basic principles of finance embedded in the finance equations.
2. Include more in-class exercises for each unit that allow students to do the problems collectively in class.
3. Include self-assessment set in each unit.
4. Plan to employ an online learning software (i.e. connect finance) to enhance student learning outside classroom.
Assessment of BBA Management Majors
Summary Analysis

September 2014

Goals for the management majors have been not met for the last several years. This past year the scores on the MFT exam were mixed. Graduating seniors scored in the 49th percentile on the management portion of the test. This is close to the 50th percentile goal. There has been improvement since 2010-11. Overall the management majors scored in the 32nd percentile. This is below the 50th percentile goal, but is the same as last year. Scores were better in 2008-09 and 2009-10. Scores will be watched for trends in the future. Additional in-course measures were added to the major in 2011-12 for key objectives. Data from this formative assessment is now starting to trend.

2014-15 BBA Management Majors Changes for Continuous Improvement:

1. Incorporate up-to-date business cases from popular business magazines into classroom reading to better understand how management ideas and concepts are applied in the real world.
2. Give more class time on group discussions of cases from both textbook and outside sources to encourage group learning.
3. Integrate online videos (e.g. YouTube videos) into lecture to better illustrate management concepts and ideas.

Assessment of BBA Marketing Majors
Summary Analysis

September 2014

Goals for the marketing majors have been not met for the last several years. This past year the scores on the MFT exam were lower than expected. Graduating seniors scored in the 11th percentile on the marketing portion of the test. This is below the 50th percentile goal. Overall the marketing majors scored in the 10th percentile. This is below the 50th percentile goal. Scores will be watched for trends in the future. Additional in-course measures were added to the major in 2011-12 for key objectives. Data from this formative assessment is now starting to trend.

2014-15 BBA Marketing Majors Changes for Continuous Improvement:

1. Pedagogy changes will be made in the Marketing classes in order to improve performance in the assessment area. These changes include, but are not limited to, additional emphasis on marketing terminology and strategy as well as a change in the testing procedure. Students will continue to be tested on a per-chapter test basis, as well as adding several comprehensive tests throughout each course.
Assessment of BBA Business Technology Majors
Summary Analysis

September 2014

This major was revised in 2012. The program had one graduate with the major in its revised form. An assessment plan is in place. Data from the MFT includes MIS and Business Technology majors. The combined group scored in the 84th percentile. This meets the goal of the 75th percentile. The group was not big enough to receive assessment indicator data. Data will be gathered as appropriate in the future.

2014-15 BBA Business Technology Majors Changes for Continuous Improvement:

1. Improve the assessment plan by adding formative assessment measures.
Assessment of BBA Majors and BS in Professional Accountancy

Changes for Improvement  2004-2014  November 2013

Changes for Continuous Improvement:

2013-14:

1. Information Systems scores on the MFT exam have declined over the past three years. Curriculum improvements will be taken to reverse this trend.

2. Continue to implement in course assessment processes using selected exam questions and using cross-sectional analysis. This process will continue for several years. Many upper level courses are offered every other year.

2012-13:

1. Student learning outcomes for each individual major were more fully developed. Data, where available, is to be compiled and analyzed.

2. Continue to implement in course assessment processes using selected exam questions and using cross-sectional analysis. This process will continue for several years. Many upper level courses are offered every other year.

3. The pedagogy of following upper level management courses was changed. The courses are now “flipped classrooms.” The classes are BADM 436, 460, 468, and 482.

Changes for Continuous Improvement:

2011-12:

1. Improve the business programs assessment processes by adding a summative assessment (in-course) process. The goal is to have cross-sectional test item analysis in 90% of the undergraduate major specific business courses.

2. The process for reporting and analyzing survey data has been modified. Graduates are surveyed at one and three years following a graduating class; and employers are surveyed one year following a graduating class. Survey data will in the future be tracked with the test data for a given graduating class. This will give a better assessment of the programs. The survey instrument was changed in the spring of 2010. A four point Likert scale was used. This replaces a five point Likert scale. Graphic information will be different.
3. In the Spring of 2010 a pilot assessment test for Accounting majors was administered. This test will be administered again in Spring 2012. The test will be administered as a pre-test (formative assessment) to the new juniors in the fall upper level accounting class. This score will be compared with the summative score results.

2010-11:
1. Students will be given in class review sessions prior to taking the ETS Major Field test.

2. The process for reporting and analyzing survey data has been modified. Graduates are surveyed at one and three years following a graduating class; and employers are surveyed one year following a graduating class. Survey data will in the future be tracked with the test data for a given graduating class. This will give a better assessment of the programs. The survey instrument was changed in the spring of 2010. A four point Likert scale was used. This replaces a Five point Likert scale. Graphic information will be different.

3. In the Spring of 2010 a pilot assessment test for Accounting majors was administered. This test will be administered again in Fall 2010 and Spring 2011.

2009-10:
1. No curriculum changes were reported for this cycle. Faculty determined that time is needed to gather data that will measure the effects of the changes that were implemented in the previous years. These are listed below.

2. The process for reporting and analyzing survey data has been modified. Graduates are surveyed at one and three years following a graduating class; and employers are surveyed one year following a graduating class. Survey data will in the future be tracked with the test data for a given graduating class. This will give a better assessment of the programs.

3. Faculty developed a review program for the ETS Major Field Test in the spring of 2009. The outlines and recordings will be reviewed and enhanced.

2008-09:
4. No curriculum changes were reported for this cycle. Faculty determined that time was needed to implement and measure the effects of the changes that were implemented in the previous years. These are listed below.

5. Faculty developed a review program for the ETS Major Field Test. Outlines were developed along with presentations. The presentations were recorded in Camtasia and placed in D2L.
2007-08:

1. AS in Business Management students are to take the ETS Major Field Test for AS majors. This will separate the AS student from the BBA students. The test results for both groups will be more valid in the coming years.

2. Faculty propose to make the ETS Major Field Test a part of BADM 482 Business Policy and Strategy. Part of the student’s grade in the class will be based on the student’s performance on the test. Most students take the course their final semester. Making the test part of the course will provide better motivation to the students and make test results more valid.

3. The ETS test has changed. There is now a separate category for Information Systems. The faculty plan to review the new test for content.

4. The assessment plan for Business Education will be updated to include Praxis Test data and grades from courses.

2006-07:

No curriculum changes were reported for this cycle. Faculty determined that time was needed to implement and measure the effects of the changes that were proposed the previous two years. These are listed below.

2005-06:

1. During the 2005-06 year faculty added BADM 464 Organizational Behavior and BADM 468 International Management to the management major. This was done to strengthen the major.

2. To strengthen student writing skills OED 344 Business Communications was added to the BBA core.

2004-05:

1. During the 2004-05 year faculty began reviewing the management curriculum to determine how student learning can be improved. One change that was made immediately in the fall of 2004, was a change in textbook and focus in BADM 360 Organization and Management. The course was change to more of a principles of management from a management and organizational behavior course.
2. The Finance major was revised. Three new courses were added to the curriculum. The intermediate accounting courses were deleted from the major.