



Public Disclosure of Student Learning Form

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| Institution: | Bemidji State University |
| Academic Business Unit: | Accounting and Business Administration |
| Academic Year: | 2013-2014 |

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

Outcomes Assessment Results

For Academic Year: 2013-14

| Mission of Accounting |
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| <p><i>Mission Statement</i></p> <p><i>Educate students through a learning-centered environment</i></p> |
| Mission of the Business Administration |
| <p><i>Mission Statement</i></p> <p><i>Educate students through a learning-centered environment. Graduates will be prepared for entry into and advancement in careers in business and for contributions to their global and local communities.</i></p> |

Section I: Student Learning Assessment

| <i>Accounting</i> |
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| Student Learning Assessment for Accounting |
| Accounting Intended Student Learning Outcomes (Core ISLOs) |
| 1. <i>Graduates will attain higher learning in the field of accounting</i> |
| 2. <i>Graduates will demonstrate information literacy</i> |
| 3. <i>Graduates will demonstrate ability to use practical business tools</i> |
| 4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i> |
| 5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</i> |
| Accounting Major: Student Learning Outcomes (<i>new 4_30_13</i>) |

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| <i>1. Students will be able to demonstrate an understanding of contract law in business situations</i> | |
| <i>2. Students will be able to demonstrate an understanding of the taxation of individual income</i> | |
| <i>3. Students will be able to apply cost accounting methods to help managers make business decisions</i> | |
| <i>4. Students will be able to demonstrate knowledge of current Generally Accepted Accounting Principles (GAAP) relevant to governmental/not-for-profit entities.</i> | |
| <i>5. Students will be able to demonstrate an understanding of the basic concepts internal control</i> | |
| <i>6. Students will be able to demonstrate competence in fundamental skills in financial accounting</i> | |
| Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning: | Performance Targets/Criteria for Direct Measures: |
| 1. Senior Exam Core ISLOs Assessed by this Measure: 1 | Average student performance will be at 50 th percentile or above for national comparative group on MFT – Fall, 2013 and Spring, 2014. Average student performance will be at 50 th percentile or above for peer institutions on the MFAT – Summer, 2013. |
| 2. Capstone Experience Rubric Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 | At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section. |
| 3. Accounting Major Exam (added 4_30_2013) Accounting Major ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6 | At least 75% of students taking the exam will score at least 60% or higher. (Passing score = 60%; Target passing rate = 75% will pass). |
| Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures: |
| 1. Senior survey Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 | At least 70% of each year's graduates will indicate they attained learning in the functional areas of business. |
| 2. Graduate Placement Survey Core ISLOs Assessed by this Measure: 1 | At least 80% of each year's graduates will be employed in related field, or in graduates school, within 2 years. |

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| <p>3. Accounting Senior Survey (added 4_30_2013) Accounting Major ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p> | <p>At least 70% of students graduating with an Accounting Major will indicate they are able to demonstrate the Student Learning Outcomes of the Accounting Major.</p> |
| Business Administration | |
| Student Learning Assessment for <i>Business Administration</i> | |
| Business Administration Intended Student Learning Outcomes (Core ISLOs) | |
| 1. Graduates will attain higher learning in the field of business | |
| 2. Graduates will demonstrate information literacy | |
| 3. Graduates will demonstrate ability to use practical business tools | |
| 4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team | |
| 5. Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment | |
| Intended Student Learning Outcomes: <i>Emphasis in Management</i> | |
| 1. Students will be able to explain the importance of human resource management to business success. | |
| 2. Students will be able to evaluate policies and procedures related to employment processes. | |
| 3. Students will be able to apply best practices in organizational processes to enhance organizational outcomes. | |
| 4. Students will be able to apply modern leadership and motivational theories to practical work situations. | |
| 5. Students will be able to demonstrate an understanding of the fundamental issues that promote corporate social responsibility. | |
| Intended Student Learning Outcomes: <i>Emphasis in Marketing</i> | |
| 1. Students will be able to explain the current definition of marketing as well as the current usage of the marketing concept. | |
| 2. Students will be able to explain market segmentation and will be able to describe the most popular ways to segment U.S. markets. | |
| 3. Students will be able to explain how products and services are positioned to achieve competitive advantage. | |
| 4. Students will be able to describe the product life cycle and how marketing is conducted during the stages of the life-cycle. | |
| 5. Students will be able to distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts. | |
| 6. Students will be able to identify the differences between qualitative and quantitative marketing research and will be able to give examples of each. | |
| Intended Student Learning Outcomes: <i>Emphasis in Finance</i> | |
| 1. Students will be able to interpret financial statements. | |

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| 2. <i>Students will be able to analyze time value of money concepts.</i> | |
| 3. <i>Students will be able to apply principles of capital budgeting.</i> | |
| 4. <i>Students will be able to analyze the relation between risk and return.</i> | |
| 5. <i>Students will be able to analyze capital structure decisions.</i> | |
| Intended Student Learning Outcomes: <i>Emphasis in Entrepreneurship/Small Business Management Emphasis</i> | |
| 1. <i>Students will be able to identify components of a business plan. (approved 8-28-13)</i> | |
| 2. <i>Students will be able to evaluate sources of equity and debt financing for entrepreneurial ventures.</i> | |
| 3. <i>Students will be able to analyze the costs and benefits relevant to buying an existing business, purchasing a franchise, or creating a sole proprietorship or a partnership or a corporation.</i> | |
| 4. <i>Students will be able to apply marketing concepts to promote small business operations.</i> | |
| 5. <i>Students will be able to describe the principles of business ethics and governmental regulations relevant to small business operations.</i> | |
| Intended Student Learning Outcomes: <i>Emphasis in International Business</i> | |
| 1. <i>Students will be able to articulate the importance of international business and explain the basic concepts of international business</i> | |
| 2. <i>Students will be able to analyze and evaluate the formal institutions that international business – politics, laws, and economics</i> | |
| 3. <i>Students will be able to analyze and evaluate the role of informal institutions: cultures, ethics, and norms</i> | |
| 4. <i>Students will be able to construct the case for global and regional economic integration</i> | |
| 5. <i>Students will be able to evaluate the importance of the management of global supply chains and apply the concepts</i> | |
| 6. <i>Students will be able to analyze and evaluate international finance and global governance, including corporate social responsibility</i> | |
| Intended Student Learning Outcomes: <i>Emphasis in Computer Information Systems</i> | |
| 1. <i>Students will be able to analyze information systems solutions professionally and ethically.</i> | |
| 2. <i>Students will be able to evaluate the management of data through computer technology.</i> | |
| 3. <i>Students will be able to apply information systems (IS) solutions within industry settings.</i> | |
| 4. <i>Students will be able to apply algorithmically multiple problem solving techniques.</i> | |
| 5. <i>Students will be able to develop software in at least one higher-level programming language using an object-oriented approach.</i> | |
| Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Direct Measures: |
| 1. <i>Senior Exam</i> | |

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| <p><i>Core ISLOs Assessed by this Measure: 1</i></p> | <p><i>Average student performance will be at 50th percentile or above for national comparative group on MFT – Fall, 2013 and Spring, 2014.</i></p> <p><i>Average student performance will be at 50th percentile or above for peer institutions on the MFAT – Summer, 2013.</i></p> |
| <p>2. Capstone Experience Rubric <i>Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</i></p> | <p><i>At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.</i></p> |
| <p>3. Emphasis Exam <i>Management Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</i> <i>Marketing Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</i> <i>Finance Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</i> <i>Entrepreneurship/Small Business Management Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</i> <i>International Business Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</i> <i>Computer Information Systems Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</i></p> | <p>Management: <i>At least 75% of students taking the exam will score at least 60% or higher. (Passing score = 60%; Target passing rate = 75% will pass).</i></p> <p>Marketing: <i>At least 70% of students taking the exam will score 60%. (Passing score = 60%; Target passing rate = 70% will pass).</i></p> <p>Finance: <i>At least 60% of students taking the exam will score 60%. (Passing = 60%; Target = 60% will pass).</i></p> <p>Entrepreneurship/Small Business Management: <i>At least 60% of students taking the exam will score 60%. (Passing = 60%; Target = 60% will pass). (approved 8-28-13)</i></p> <p>International Business: <i>At least 60% of students taking the exam will score 60%. (Passing score = 60%; Target passing rate = 60% will pass).</i></p> <p>Computer Information Systems:</p> |

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| | Suggestion: At least 60% of students taking the exam will score at least 60% or higher.(Passing score = 60%; Target passing rate = 60% will pass) |
| Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures: |
| 1. <i>Senior Survey</i> Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 | At least 70% of each year's graduates will indicate they attained learning in the functional areas of business. |
| 2. <i>Graduate Placement Survey</i> Core ISLOs Assessed by this Measure: 1 | At least 80% of each year's graduates will be employed in related field, or in graduates school, within 2 years. |
| 3. <i>Emphasis Senior Survey</i> Management Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 Marketing Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6 Finance Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 Entrepreneurship/Small Business Management Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 International Business Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6 Computer Information Systems Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 | At least 70% of students graduating with each emphasis will indicate they are able to demonstrate the Student Learning Outcomes of each emphasis. |
| Assessment Results: Accounting | |
| Summary of Results from Implementing Direct Measures of Student Learning: | |
| 1. Senior Exam: Revised Senior Exam Performance Target for 2013-14: <u>Average student performance will be at 50th percentile or above for national comparative group on MFT.</u> <u>Results Fall 13 and Spring 14:</u> BSU Mean score = 151 (n=80) Median of the Institutional Means = 151.0 (n=489); goal met | |

Results Summer 13:

BSU Mean Score = 145 (n=9)

Median of the Institutional Means = 151 (n=662); goal not met

Please see the following appendix:

Appendix 1: [Summary Results for Senior Exam 2014](#)

Note: The results of the MFT are the combined results of both majors, Accounting and Business Administration. We don't have a separation of the results for the MFT by the two majors.

2. Capstone Experience Rubric:

Papers Category:

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

SLO#1: Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.1

SLO #2: Goal: 90%> 3.0, Achievement: 99% >3.0, Average score: 4.3

SLO #3: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.3

SLO #4: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.3

SLO #5: Goal: 90%> 3.0, Achievement: 98% > 3.0, Average score: 4.3

Presentation Category:

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

Content Knowledge: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.4

Coherence & Organization: Goal: 90%> 3.0, Achievement: 100% >3.0, Average score: 4.5

Speaking Skills: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.3

Use of Visual Aids: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.5

Professionalism: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score : 4.4

Team Work Category:

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

Effectively Communicate-Team Work

Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.3

Interpersonal Skills -Team Work

Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.2

Leadership Skills -Team Work

Goal: 90% > 3.0, Achievement: 98% > 3.0, Average score: 4.3

Personal Attitude

Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.2

Please see the following appendix:

Appendix 2: Complete Compiled Rubric Results 2013-2014

Note: The results of the Capstone Experience Rubric are the combined results of both majors, Accounting and Business Administration. We don't have a separation of the results for the Capstone Experience Rubric by the two majors.

3. **Accounting Major Exam:**

30% of students scored at least 60% or higher (n=47)

Please see the following appendix:

Appendix 3: [Direct Measure Exam Results 2013-14](#)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Senior Survey:**

At least 70% of each year's graduates will indicate they attained learning in the functional areas of business.

Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

As a graduating senior in Accounting, I am able to demonstrate an understanding of the following functional areas:

Economics: 93.6

Management: 93.6

Marketing: 87.2

Legal Environment: 93.6

Finance: 93.6
Quantitative/Statistical: 80.9
Operations Management: 87.2
International/Global: 68.1
Ethics: 93.6

Financial Accounting: 93.6
Cost Accounting: 91.5
Tax Accounting: 91.5
Accounting Information Systems: 89.4
Auditing: 80.9
Governmental Accounting: 87.2
Fraud: 70.2

At least 70% of each year's graduates will indicate that they are information literate.

Percentage of graduates who agree with the following statement:

As a graduating senior in Accounting, I am able to
process facts into information upon which to base informed decisions: 93.6.

At least 70% of each year's graduates will indicate they are able to use practical business tools.

Percentage of graduates who agree with the following statement:

As a graduating senior in Accounting, I am able to use:
Internet: 93.6
Word processing: 93.6
Spreadsheets: 93.6
Presentation software: 93.6
Database management software: 87.2

At least 70% of each year's graduates will indicate ability to communicate effectively and work effectively as part of a team.

Percentage of graduates who agree with the following statements:

As a graduating senior in Accounting, I am able to:
Communicate effectively using written skills 93.6
Communicate effectively using verbal skills 93.6
Work effectively as part of a team: 91.5

At least 70% of each year's graduates will indicate ability to analyze complex business situations and ethical obligations.

Percentage of graduates who agree with the following statements:

As a graduating senior in Accounting, I am able to:

Analyze complex business situations and ethical obligations in a realistic business environment: 91.5.

Please see the following appendix:

Appendix 4: [Accounting Assessment Senior Survey Results 2014](#)

2. Graduate Placement Survey:

At least 80% of each year's graduates will be employed in related field, or in graduate school, within 2 years.

In 2011-2012, the Accounting Department had 88% of their graduates employed in a related field or in graduate school.

For the last fifteen years, the Accounting Department has on the average 88.6% of their graduates employed in a related field or in graduate school.

This information will always be a year behind the annual report.

Please see the following appendix:

Appendix 6: [Graduate Placement for IACBE 2013-2014](#)

3. Accounting Major Senior Survey:

At least 70% of students graduating with an Accounting Major will indicate they are able to demonstrate the Student Learning Outcomes of the Accounting Major

Graduating Senior Survey results: (Summer 2013, Fall 2013, Spring 2014)

Respondents: 47

Percentage of graduates who indicate their understanding or ability is somewhat good, good, or very good with regard to the following accounting SLOs:

Q3 my ability to understand and apply contract law in business situations is: 89.4

Q4 my understanding of the taxation of individual income is: 95.7

Q5 my ability to apply cost accounting methods to help managers make business decisions is: 93.6

Q6 my ability to demonstrate knowledge of current Generally Accepted Accounting Principles (GAAP) relevant to Governmental/Not-for-Profit entities is: 93.6

Q7 my ability to identify the basic concepts of internal control is: 95.7

Q8 my ability to demonstrate competence in fundamental skills of financial accounting is: 95.7

Please see the following appendix:

Appendix 4: [Accounting Assessment Senior Survey Results 2014](#)

Summary of Achievement of Intended Student Learning Outcomes:

| Intended Student Learning Outcomes | Learning Assessment Measures | | | | | | | |
|---|------------------------------|----------------------------|-----------------------|--|---------------|---------------------------|--------------------------------|--|
| | Senior Exam | Capstone Experience Rubric | Accounting Major Exam | | Senior Survey | Graduate Placement Survey | Accounting Major Senior Survey | |
| 1. <i>Graduates will attain higher learning in the field of accounting</i> | Mixed | Met | | | Met | Met | | |
| 2. <i>Graduates will demonstrate information literacy</i> | | Met | | | Met | | | |
| 3. <i>Graduates will demonstrate ability to use practical business tools</i> | | Met | | | Met | | | |
| 4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i> | | Met | | | Met | | | |
| 5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</i> | | Met | | | Met | | | |

| Intended Student Learning Outcomes: <i>Accounting</i> | <i>Senior Exam</i> | <i>Capstone Experience Rubric</i> | <i>Accounting Major Emphasis Exam</i> | | <i>Senior Survey</i> | <i>Graduate Placement Survey</i> | <i>Accounting Major Senior Survey</i> | |
|---|--------------------|-----------------------------------|---------------------------------------|--|----------------------|----------------------------------|---------------------------------------|--|
| 1. <i>Students will be able to demonstrate an understanding of contract law in business situations</i> | | | Not Met | | | | Met | |
| 2. <i>Students will be able to demonstrate an understanding of the taxation of individual income</i> | | | Not Met | | | | Met | |
| 3. <i>Students will be able to apply cost accounting methods to help managers make business decisions</i> | | | Not Met | | | | Met | |
| 4. <i>Students will be able to demonstrate knowledge of current Generally Accepted Accounting Principles (GAAP) relevant to governmental/not-for-profit entities.</i> | | | Not Met | | | | Met | |
| 5. <i>Students will be able to demonstrate an understanding of the basic concepts internal control</i> | | | Not Met | | | | Met | |
| 6. <i>Students will be able to demonstrate competence in fundamental skills in financial accounting</i> | | | Not Met | | | | Met | |

Assessment Results: Bachelor of Science in Business Administration

Summary of Results from Implementing Direct Measures of Student Learning:

1. **Senior Exam:**

Revised Senior Exam Performance Target for 2013-14:

Average student performance will be at 50th percentile or above for national comparative group on MFT.

Results Fall 13 and Spring 14:

BSU Mean score = 151 (n=80)

Median of the Institutional Means = 151.0 (n=489); goal met

Results Summer 13:

BSU Mean Score = 145 (n=9)

Median of the Institutional Means = 151 (n=662); goal not met

Please see the following appendix.

Appendix 1: [Summary Results for Senior Exam 2014](#)

Note: The results of the MFT are the combined results of both majors, Accounting and Business Administration. We don't have a separation of the results for the MFT by the two majors.

2. Capstone Experience Rubric:

Papers Category:

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

SLO#1: Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.1

SLO #2: Goal: 90%> 3.0, Achievement: 99% >3.0, Average score: 4.3

SLO #3: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.3

SLO #4: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.3

SLO #5: Goal: 90%> 3.0, Achievement: 98% > 3.0, Average score: 4.3

Presentation Category:

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

Content Knowledge: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.4

Coherence & Organization: Goal: 90%> 3.0, Achievement: 100% >3.0, Average score: 4.5

Speaking Skills: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.3

Use of Visual Aids: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.5

Professionalism: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score : 4.4

Team Work Category:

At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

Effectively Communicate-Team Work

Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.3

Interpersonal Skills -Team Work

Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.2

Leadership Skills -Team Work

Goal: 90%> 3.0, Achievement: 98% >3.0, Average score: 4.3

Personal Attitude

Goal: 90%> 3.0, Achievement: 97% > 3.0, Average score: 4.2

Please see the following appendix:

Appendix 2: Complete Compiled Rubric Results 2013-2014

Note: The results of the Capstone Experience Rubric are the combined results of both majors, Accounting and Business Administration. We don't have a separation of the results for the Capstone Experience Rubric by the two majors.

3. **Emphasis Exam:**

Management Emphasis Exam:

At least 75% of students taking the exam will score at least 60% or higher. (Passing score = 60%; Target passing rate = 75% will pass).

Outcome:

91% of students taking the OB exam score at least 60% or higher. (n=97)

90% of students taking the HR exam score at least 60% or higher (n=80)

Marketing Emphasis Exam:

At least 70% of students taking the exam will score 60%. (Passing score = 60%; Target passing rate = 70% will pass).

Outcome:

15% of students taking the exam scored 60% or higher (n=53)

Finance Emphasis Exam:

At least 60% of students taking the exam will score 60%. (Passing = 60%; Target = 60% will pass).

Outcome:

76.5% of students taking the exam scored 60% or higher (n=34)

Entrepreneurship/Small Business Management Emphasis Exam:

At least 60% of students taking the exam will score 60%. (Passing = 60%; Target = 60% will pass). (approved 8-28-13)

Outcome:

50% of students taking exam scored 60% or higher (n=48) – Entrepreneurship.

International Business Emphasis Exam:

At least 60% of students taking the exam will score 60%. (Passing score = 60%; Target passing rate = 60% will pass).

Outcome:

100% of students taking the exam scored 60% or higher (n=1)

Computer Information Systems Emphasis Exam:

Suggestion: At least 60% of students taking the exam will score at least 60% or higher. (Passing score = 60%; Target passing rate = 60% will pass)

Please see the following appendix:

Appendix 3: [Direct Measure Exam Results 2013-14](#)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. ***Senior Survey:***

At least 70% of each year's graduates will indicate they attained learning in the functional areas of business.

Graduating Senior Survey results: (Summer 2013, Fall 2013, Spring 2014)

Respondents: 144

Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

As a graduating senior in Business Administration, I am able to demonstrate an understanding of the following functional areas:

Accounting: 94.4

Economics: 88.9

Management: 99.3

Marketing: 96.5

Legal Environment: 90.6

Finance: 91.7

Quantitative/Statistical: 81.9

Operations Management: 88.2

International/Global: 72.2

Ethics: 95.1

At least 70% of each year's graduates will indicate that they are information literate.

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to process facts into information upon which to base informed decisions: 98.6.

At least 70% of each year's graduates will indicate they are able to use practical business tools.

Percentage of graduates who agree with the following statement:

As a graduating senior in Business Administration, I am able to use:

Internet: 99.3

Word processing: 99.3

Spreadsheets: 98.6

Presentation software: 99.3

Database management software: 91.0

At least 70% of each year's graduates will indicate ability to communicate effectively and work effectively as part of a team.

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Communicate effectively using written skills 97.9

Communicate effectively using verbal skills 98.6

Work effectively as part of a team: 98.6

At least 70% of each year's graduates will indicate ability to analyze complex business situations and ethical obligations.

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:

Analyze complex business situations and ethical obligations in a realistic business environment: 97.2.

Please see the following appendix:

Appendix 5: [Business Administration Assessment Senior Survey Results 2014](#)

2. **Graduate Placement Survey:**

At least 80% of each year's graduates will be employed in related field, or in graduates school, within 2 years.

In 2011-2012, the Business Department had 89% of their graduates employed in a related field or in graduate school.

For the last fifteen years, the Business Department has on the average 86.5% of their graduates employed in a related field or in graduate school.

This information will always be a year behind the annual report.

Please see the following appendix:

Appendix 6: [Graduate Placement for IACBE 2013-2014 Annual Report](#)

3. **Emphasis Senior Survey:**

Management Senior Survey:

At least 70% of students graduating with a Management emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Management Emphasis.

Percentage of graduates who indicate their understanding or ability is somewhat good, good, or very good with regard to the following Management SLOs:

Explain the importance of human resource management to business success: 98.5%.

Evaluate policies and procedures related to employment processes: 96.5%.

Apply best practices in organizational processes to enhance organizational outcomes: 98.5%.

Apply modern leadership and motivational theories to practical work situations: 96.9%.

Demonstrate an understanding of the fundamental issues that promote corporate social responsibility: 96.9%

Marketing Senior Survey:

At least 70% of students graduating with a Marketing emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Marketing Emphasis.

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Marketing SLOs:

Explain the current definition of marketing as well as the current usage of the marketing concept: 100%.

Explain market segmentation and will be able to describe the most popular ways to segment U.S. markets: 97.1%.

Explain how products and services are positioned to achieve competitive advantage: 100%.

Describe the product life cycle and how marketing is conducted during the stages of the life-cycle: 97.1%.

Distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts: 97.1%.

Identify the differences between qualitative and quantitative marketing research and will be able to give examples of each: 97.1%.

Finance Senior Survey:

At least 70% of students graduating with a Finance emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Finance Emphasis.

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Finance SLOs:

Interpret financial statements: 100%.

Analyze time value of money concepts: 100%.

Apply principles of capital budgeting: 100%.

Analyze the relation between risk and return: 97.0%.

Analyze capital structure decisions: 97.0%.

Entrepreneurship/Small Business Management Senior Survey:

At least 70% of students graduating with an Entrepreneurship emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Entrepreneurship Emphasis.

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Entrepreneurship SLOs:

Identify components of a business plan: 97.5%

Evaluate sources of equity and debt financing for entrepreneurial ventures: 92.5%

Analyze the costs and benefits relevant to buying an existing business: 95.0%

Analyze the costs and benefits relevant to purchasing a franchise: 95.0%
 Analyze the costs and benefits relevant to creating a sole proprietorship or a partnership or a corporation: 95.0%
 Apply marketing concepts to promote small business operations: 97.5%
 Describe the principles of business ethics and governmental regulations relevant to small business operations: 95.0%

International Business Senior Survey:

At least 70% of students graduating with an International Business emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the International Business Emphasis.

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following International Business SLOs:

Articulate the importance of international business: 100%
 Explain the basic concepts of international business: 100%
 Analyze and evaluate the the political institutions of international business: 100%
 Analyze and evaluate the legal institutions of international business: 100%
 Analyze and evaluate the economic institutions of international business: 100%
 Analyze and evaluate the roles of cultures, ethics, and norms in international business: 100%
 Construct the case for global and regional economic integration: 100%
 Evaluate the importance of the management of global supply chains and apply the concepts: 100%
 Analyze and evaluate international finance: 100%
 Analyze and evaluate global governance: 100%
 Analyze and evaluate issues of corporate social responsibility: 100%

Please see the following appendix:

Appendix 5: [Business Administration Assessment Senior Survey Results 2014](#)

| Summary of Achievement of Intended Student Learning Outcomes - Management: | | | | | | | | |
|---|-------------------------------------|-----------------------------------|---------------------------------|--|----------------------|----------------------------------|---------------------------------|--|
| Intended Student Learning Outcomes | Learning Assessment Measures | | | | | | | |
| General Program ISLOs | Senior Exam | Capstone Experience Rubric | Management Emphasis Exam | | Senior Survey | Graduate Placement Survey | Management Senior Survey | |

| | | | | | | | | |
|---|--------------------|-----------------------------------|---------------------------------|--|----------------------|----------------------------------|---------------------------------|--|
| 1. <i>Graduates will attain higher learning in the field of business</i> | Mixed | Met | | | Met | Met | | |
| 2. <i>Graduates will demonstrate information literacy</i> | | Met | | | Met | | | |
| 3. <i>Graduates will demonstrate ability to use practical business tools</i> | | Met | | | Met | | | |
| 4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i> | | Met | | | Met | | | |
| 5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</i> | | Met | | | Met | | | |
| Intended Student Learning Outcomes: Management | Senior Exam | Capstone Experience Rubric | Management Emphasis Exam | | Senior Survey | Graduate Placement Survey | Management Senior Survey | |
| 1. <i>Students will be able to explain the importance of human resource management to business success.</i> | | | Met | | | | Met | |
| 2. <i>Students will be able to evaluate policies and procedures related to employment processes.</i> | | | Met | | | | Met | |
| 3. <i>Students will be able to apply best practices in organizational processes to enhance organizational outcomes.</i> | | | Met | | | | Met | |
| 4. <i>Students will be able to apply modern leadership and motivational theories to practical work situations.</i> | | | Met | | | | Met | |
| 5. <i>Students will be able to demonstrate an understanding of the fundamental issues that</i> | | | Met | | | | Met | |

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|---|--|--|--|--|--|--|--|--|
| <i>promote corporate social responsibility.</i> | | | | | | | | |
|---|--|--|--|--|--|--|--|--|

Summary of Achievement of Intended Student Learning Outcomes - Marketing:

| Intended Student Learning Outcomes | Learning Assessment Measures | | | | | | | |
|---|------------------------------|----------------------------|-------------------------|--|---------------|---------------------------|-------------------------|--|
| General Program ISLOs | Senior Exam | Capstone Experience Rubric | Marketing Emphasis Exam | | Senior Survey | Graduate Placement Survey | Marketing Senior Survey | |
| 1. <i>Graduates will attain higher learning in the field of business</i> | Mixed | Met | | | Met | Met | | |
| 2. <i>Graduates will demonstrate information literacy</i> | | Met | | | Met | | | |
| 3. <i>Graduates will demonstrate ability to use practical business tools</i> | | Met | | | Met | | | |
| 4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i> | | Met | | | Met | | | |
| 5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</i> | | Met | | | Met | | | |
| Intended Student Learning Outcomes: Marketing | Senior Exam | Capstone Experience Rubric | Marketing Emphasis Exam | | Senior Survey | Graduate Placement Survey | Marketing Senior Survey | |
| 1. Students will be able to explain the current definition of marketing as well as the current usage of the marketing concept. | | | Not Met | | | | Met | |
| 2. Students will be able to explain market segmentation and will be able to describe the most popular ways to segment U.S. markets. | | | Not Met | | | | Met | |

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|----|--|--|--|---------|--|--|--|-----|--|
| 3. | Students will be able to explain how products and services are positioned to achieve competitive advantage. | | | Not Met | | | | Met | |
| 4. | Students will be able to describe the product life cycle and how marketing is conducted during the stages of the life-cycle. | | | Not Met | | | | Met | |
| 5. | Students will be able to distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts. | | | Not Met | | | | Met | |
| 6. | Students will be able to identify the differences between qualitative and quantitative marketing research and will be able to give examples of each. | | | Not Met | | | | Met | |

Summary of Achievement of Intended Student Learning Outcomes - Finance:

| Intended Student Learning Outcomes | Learning Assessment Measures | | | | | | |
|--|------------------------------|-----------------------------------|------------------------------|--|----------------------|----------------------------------|------------------------------|
| | <i>Senior Exam</i> | <i>Capstone Experience Rubric</i> | <i>Finance Emphasis Exam</i> | | <i>Senior Survey</i> | <i>Graduate Placement Survey</i> | <i>Finance Senior Survey</i> |
| 1. <i>Graduates will attain higher learning in the field of business</i> | Mixed | Met | | | Met | Met | |
| 2. <i>Graduates will demonstrate information literacy</i> | | Met | | | Met | | |
| 3. <i>Graduates will demonstrate ability to use practical business tools</i> | | Met | | | Met | | |
| 4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i> | | Met | | | Met | | |

| | | | | | | | | |
|---|-------------------------------------|-----------------------------------|---|--|--|----------------------|----------------------------------|---|
| 5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</i> | | | Met | | | Met | | |
| Intended Student Learning Outcomes: Finance | Senior Exam | Capstone Experience Rubric | Finance Emphasis Exam | | | Senior Survey | Graduate Placement Survey | Finance Senior Survey |
| 1. Students will be able to interpret financial statements. | | | Met | | | | | Met |
| 2. Students will be able to analyze time value of money concepts. | | | Met | | | | | Met |
| 3. Students will be able to apply principles of capital budgeting. | | | Met | | | | | Met |
| 4. Students will be able to analyze the relation between risk and return. | | | Met | | | | | Met |
| 5. Students will be able to analyze capital structure decisions. | | | Met | | | | | Met |
| Summary of Achievement of Intended Student Learning Outcomes - Entrepreneurship/Small Business Management: | | | | | | | | |
| Intended Student Learning Outcomes | Learning Assessment Measures | | | | | | | |
| General Program ISLOs | Senior Exam | Capstone Experience Rubric | Entrepreneurship/Small Business Management Emphasis Exam | | | Senior Survey | Graduate Placement Survey | Entrepreneurship/Small Business Management Senior Survey |
| 1. <i>Graduates will attain higher learning in the field of business</i> | Mixed | Met | | | | Met | Met | |
| 2. <i>Graduates will demonstrate information literacy</i> | | Met | | | | Met | | |
| 3. <i>Graduates will demonstrate ability to use practical business tools</i> | | Met | | | | Met | | |

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|--|-------------------------------------|-----------------------------------|---|--|----------------------|----------------------------------|---|
| 4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team | | Met | | | Met | | |
| 5. Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12) | | Met | | | Met | | |
| Intended Student Learning Outcomes: Entrepreneurship/Small Business Management | Senior Exam | Capstone Experience Rubric | Entrepreneurship/Small Business Management Emphasis Exam | | Senior Survey | Graduate Placement Survey | Entrepreneurship/Small Business Management Senior Survey |
| 1. Students will be able to develop identify components of a business plan. (approved 8-28-13) | | | Not Met | | | | Met |
| 2. Students will be able to evaluate sources of equity and debt financing for entrepreneurial ventures. | | | Not Met | | | | Met |
| 3. Students will be able to analyze the costs and benefits relevant to buying an existing business, purchasing a franchise, or creating a sole proprietorship or a partnership or a corporation. | | | Not Met | | | | Met |
| 4. Students will be able to apply marketing concepts to promote small business operations. | | | Not Met | | | | Met |
| 5. Students will be able to describe the principles of business ethics and governmental regulations relevant to small business operations. | | | Not Met | | | | Met |
| Summary of Achievement of Intended Student Learning Outcomes – International Business: | | | | | | | |
| Intended Student Learning Outcomes | Learning Assessment Measures | | | | | | |

| General Program ISLOs | Senior Exam | Capstone Experience Rubric | International Business Emphasis Exam | Direct Measure 4 | Senior Survey | Graduate Placement Survey | International Business Senior Survey | Indirect Measure 4 |
|---|--------------------|-----------------------------------|---|-------------------------|----------------------|----------------------------------|---|---------------------------|
| 1. <i>Graduates will attain higher learning in the field of business</i> | Mixed | Met | | | Met | Met | | |
| 2. <i>Graduates will demonstrate information literacy</i> | | Met | | | Met | | | |
| 3. <i>Graduates will demonstrate ability to use practical business tools</i> | | Met | | | Met | | | |
| 4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i> | | Met | | | Met | | | |
| 5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</i> | | Met | | | Met | | | |
| Intended Student Learning Outcomes: International Business | Senior Exam | Capstone Experience Rubric | International Business Emphasis Exam | | Senior Survey | Graduate Placement Survey | International Business Senior Survey | |
| 1. Students will be able to articulate the importance of international business and explain the basic concepts of international business | | | Met | | | | Met | |
| 2. Students will be able to analyze and evaluate the formal institutions that international business – politics, laws, and economics | | | Met | | | | Met | |
| 3. Students will be able to analyze and evaluate the role of informal institutions: cultures, ethics, and norms | | | Met | | | | Met | |

| | | | | | | | | | |
|----|--|--|--|-----|--|--|--|-----|--|
| 4. | Students will be able to construct the case for global and regional economic integration | | | Met | | | | Met | |
| 5. | Students will be able to evaluate the importance of the management of global supply chains and apply the concepts | | | Met | | | | Met | |
| 6. | Students will be able to analyze and evaluate international finance and global governance, including corporate social responsibility | | | Met | | | | Met | |

Summary of Achievement of Intended Student Learning Outcomes – Computer Information Systems:

| Intended Student Learning Outcomes | Learning Assessment Measures | | | | | | | |
|---|------------------------------|----------------------------|--|------------------|---------------|---------------------------|--|--------------------|
| General Program ISLOs | Senior Exam | Capstone Experience Rubric | Computer Information Systems Emphasis Exam | Direct Measure 4 | Senior Survey | Graduate Placement Survey | Computer Information Systems Senior Survey | Indirect Measure 4 |
| 1. <i>Graduates will attain higher learning in the field of business</i> | Mixed | Met | | | Met | Met | | |
| 2. <i>Graduates will demonstrate information literacy</i> | | Met | | | Met | | | |
| 3. <i>Graduates will demonstrate ability to use practical business tools</i> | | Met | | | Met | | | |
| 4. <i>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</i> | | Met | | | Met | | | |
| 5. <i>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</i> | | Met | | | Met | | | |

| Intended Student Learning Outcomes: <i>Computer Information Systems</i> | <i>Senior Exam</i> | <i>Capstone Experience Rubric</i> | <i>Computer Information Systems Emphasis Exam</i> | | <i>Senior Survey</i> | <i>Graduate Placement Survey</i> | <i>Computer Information Systems Senior Survey</i> | |
|---|--------------------|-----------------------------------|---|--|----------------------|----------------------------------|---|--|
| 1. <i>Students will be able to analyze information systems solutions professionally and ethically.</i> | | | | | | | | |
| 2. <i>Students will be able to evaluate the management of data through computer technology.</i> | | | | | | | | |
| 3. <i>Students will be able to apply information systems (IS) solutions within industry settings.</i> | | | | | | | | |
| 4. <i>Students will be able to apply algorithmically multiple problem solving techniques.</i> | | | | | | | | |
| 5. <i>Students will be able to develop software in at least one higher-level programming language using an object-oriented approach.</i> | | | | | | | | |
| Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met: | | | | | | | | |
| <p>1. Core ISLO 1 – Senior Exam – Direct Measure – Accounting/Business Administration:</p> <p>Overall, the performance target for this Core ISLO was mixed because the performance target was met in Fall, 2013 and Spring, 2014, but wasn't met in Summer, 2013.</p> <p>MFT results for the time period Fall 2013 and Spring 2014: Our target for these exam results is: Average student performance will be at 50th percentile or above for national comparative group on the MFT. The average student performance (mean) was 151, which compares favorably with the median of institutional scores (n=489; median = 151).</p> <p>In 2012, our departments also identified a peer group (n=12 including BSU) of other institutions that we might consider our peer group. For the current analysis (F13 and Sp14), three of our peers did not have MFT scores (Minnesota State University Moorhead, Winona State University, and Culver-Stockton College, MO). Consequently, we were unable to run a peer analysis since 10 schools are required, and a new peer group would not be comparable to that of previous years.</p> | | | | | | | | |

MFT results for the time period Summer 2013: Our target for these exam results is: **Average student performance will be at 50th percentile or above for peer institutions on the MFAT.** The average student performance (mean) was 145, which compares unfavorably with the median of institutional scores (n=662; median = 151).

We are also able to review BSU institutional performance by academic area. Specifically, we compare BSU's Institutional Mean score to the Median of the Institutional Means. The results, by assessment area, are as follows:

Comparing BSU's Mean scores to the 2014 Comparative Data Guide (n=489 institutions)

Fall 2013 & Spring 2014

(n=80)

| | |
|----------------------|--------------|
| Accounting | met |
| Economics | did not meet |
| Management | did not meet |
| Quantitative | met |
| Finance | met |
| Marketing | met |
| Legal and Social Env | did not meet |
| Information Systems | met |
| International Issues | did not meet |

Based on evaluation of Assessment Indicators for F13 and Sp14, the areas of Economics, Management, Legal, and International Issues need to complete Closing the Loop (CTL) decisions for 2014. Here are the Closing The Loop (CTL) decisions from the areas.

Economics:

"Closing the Loop" decisions for Economics. The Economics faculty met and discussed the above results. We have decided to, effective immediately:

1. Stress the importance of comparative advantage in Econ 2000 and 2100, and adopt content and test questions, as appropriate, to reflect this.
2. Stress the importance of monetary and fiscal policy, and the basics of exchange rates, through learning objectives, content delivery, and examinations, in Econ 2100.
3. Stress the importance of opportunity cost, market failure, and the basics of consumer choice through learning objectives, content delivery, and examinations, in Econ 2000.

4. Await next year’s test results and see if the below average performance this year is noise or if it might be part of an overall trend.

Management:

These CTL decisions relate to the MFT results for Management.

The Management discipline leaders recognized several items that need addressing in order to improve performance. Our process was to identify those items that had the largest deviation from the national norm. Those qualifying included any item that had greater than 10% deviation from the national data. Thus four areas were selected for special attention in the next academic cycle:

Table 1

| Item Number | Gap % | Gap | Percent Correct Institution | Percent Correct National ^(b) | Domain |
|-------------|-------|------|-----------------------------|---|--|
| 20 | 0.204 | 13.8 | 53.8 | 67.6 | Entrepreneurship |
| 31 | 0.191 | 6.5 | 27.5 | 34 | Strategy and Policy/Strategic analysis |
| 27 | 0.176 | 9.6 | 45 | 54.6 | Management Principles/Group/team dynamics |
| 22 | 0.104 | 3.2 | 27.5 | 30.7 | International and Cross Cultural Management/-- |

Legal:

In past decisions for “closing the loop” actions based on the ETS MFT results in the legal and social environment area, we have looked at the areas where we have fallen short of the median of institutional means. This has been in torts, antitrust, and social responsibility or ethics.

For action items, we said we would “...include additional discussion items and hands-on experience regarding tort law”.

Additionally, we said we would

- a. Include additional discussion and practical exercises regarding Ethics and Antitrust.
- b. Encourage students in the legal classes to take our Business Ethics class, which is not a required class for all Business and Accounting students.
- c. Include Antitrust information in the Legal Environment class.

International Issues:

The International Issues score is comprised of international questions related to Management, Economics, Finance and Marketing. Based on 2013-14 MFT results, BSU students fell short in the areas of international and cross cultural management, exchange rates, international trade and policy, and international marketing.

CTL decisions this year that should help close these gaps include:

Finance:

incorporate the International Finance content in BUAD 3771, to include learning objectives, content delivery, and examinations.

Who: Teachers of 3771

When: continuation of what we implemented Spring 2014

Management:

International Cross Cultural Management: An additional review will be presented in class on international cross cultural management

Who: Teachers of BUAD 3351

When: Spring 2015

Economics:

Stress the importance of monetary and fiscal policy, and the basics of exchange rates, through learning objectives, content delivery, and examinations, in Econ 2100.

Who: Teachers of Econ 2100

When: Spring 2015

2. Core ISLO 1 - Senior Survey – Indirect Measure - Accounting:

Overall, the performance target for this Core ISLO dealing with attaining higher learning in the field of accounting were met on the graduating senior survey in Accounting. However, in the survey about demonstrating an understanding of the following functional areas, the area of International/Global was a little short. The target was 70% but it was 68.1%.

3. Accounting ISLOs 1 through 6:

With respect to the MFAT assessment test results, we have met our goals. However, we failed to meet our goals with respect to the Accounting Assessment Exam.

All of the questions in the Accounting emphasis were reviewed. We decided that the test questions in the Auditing area should be modified to better reflect a greater diversity of knowledge outside of questions related strictly to the CPA exam. The modified questions have been submitted, and these questions will be used in the next assessment test.

4. **Marketing ISLOs 1 through 6:**

For the Emphasis Exam, the goal was not met. The coordinated response from the Marketing faculty are as follows:

The intended student learning outcomes for the Marketing emphasis are appropriate for the bachelor's degree level. Specifically, the SLOs clearly describe what students are expected to know and be able to do at the conclusion of the degree program.

Marketing faculty reviewed the 2014 results as well as the CTL decisions from 2013. The following curricular changes were partially implemented. Full implementation of these changes represent the CTL decisions for 2014.

- Identify appropriate SLOs for BUAD 3569 (SLOs 1, 3, 5) and BUAD 3751.
- In the marketing emphasis, standardize how BASLOs and SLOs are communicated to BSU students in course syllabi (i.e. a syllabus template).
- When data is available, comparison of 2014 Marketing Emphasis Assessment Exam results and 2015 Marketing Emphasis Assessment Exam results will begin to determine if revisions to the exam/exam questions are necessary.
- Recommend BUAD 4468 be taught by full-time (non-adjunct) faculty.

5. **Entrepreneurship/Small Business Management ISLOs 1 through 5:**

The performance targets for these ISLOs were not met on the emphasis examination. Here are the recommendations from the faculty members who teach the area of Entrepreneurship/Small Business Management to find ways to improve the results.

1. Monitor textbook selections for BUAD 4458 Entrepreneurship and BUAD 4469 Small Case Analysis, as the same textbook has been used for both courses. The textbook for BUAD 4458 should focus on the basic principles of entrepreneurship. The textbook for BUAD4469 should focus on small business management.

2. The SLOs for the entrepreneurship emphasis be rewritten as the current SLOs are either too specific and/or not sufficiently inclusive.
Current SLOs

1. Students will be able to develop identify components of a business plan. (approved 8-28-13)
2. Students will be able to evaluate sources of equity and debt financing for entrepreneurial ventures.
3. Students will be able to analyze the costs and benefits relevant to buying an existing business, purchasing franchise, or creating a sole proprietorship or a partnership or a corporation.
4. Students will be able to apply marketing concepts to promote small business operations.

5. Students will be able to describe the principles of business ethics and governmental regulations relevant to small business operations.

Recommended SLOs

1. Students will be able to articulate and evaluate components of a business plan.
2. Students will be able to identify and evaluate financial and accounting concepts relevant to entrepreneurs.
3. Students will be able to identify and analyze 'new' business opportunities and apply marketing concepts relevant to entrepreneurs
4. Students will be able to evaluate principles of management relevant to entrepreneurs.
5. Students will be able to evaluate principles of ethics and government regulations relevant to entrepreneurs.

3. Given the new set of SLOs, the Emphasis Exam needs a significant overhaul.

6. Computer Information Sciences (CIS) ISLOs 1 through 5:

The first emphasis exam will be implemented in the summer, 2014. The result is going to be included in the annual report next year.

