Business Department
***Outcomes Assessment* Results**
For Academic Year: 2012-13

Section I: Student Learning Assessment

Student Learning Assessment for BSBA (Management Concentration)	
Intended Student Learning Outcomes for BSBA –Management Concentration :	
1. Students will demonstrate a basic understanding of the knowledge, skills and attributes needed by managers and/or professionals in a business, economic, and political environment.	
2. Students will demonstrate competence in business and accounting necessary to pursue general management, financial, and /or accounting specialist opportunities.	
3. Students will demonstrate business and accounting career-oriented skills most appropriate to their selected concentration and/or major(s).	
4. Students will demonstrate critical thinking and communication skills in the areas of ethics, diversity, change and leadership.	
5. Students will demonstrate the ability to analyze business organizations in terms of organizational development and traditional and contemporary human resources roles within the legal and regulatory environment and identify actions needed to obtain and sustain a competitive advantage.	
6. Students will demonstrate the ability to integrate the management and strategic processes to use major analytical tools to analyze case studies, complete computerized simulations and to formulate, implement and evaluate problems, policies, procedures, and to develop plans from a strategic executive level of management.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone exam given in our senior level Strategic Management and Ethics class (See Attachment C)	75% of our students will correctly answer 80% of the questions in each of the content areas of the Capstone Exam.
2. Senior integrated case analysis	75% of our students score at least 80% on their integrated case study analysis.

3. Third Party Testing: *(See #6 on page 7)*	Under Development
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Undergraduate Student Satisfaction Survey (Attachment D)	75% of our students will be at least "satisfied" with the Business Department
2. Graduation Rate: As previously mentioned, Dr. Knopic provided us with some suggestions regarding several issues related to our Assessment Plan (April, 2013—See Attachment A). One of her comments (#6) suggested that we should not be using graduation rates as a measure for student learning. We agree with her, and are not reporting graduation rates this year. Currently, we are considering alternative measures to be used as our second indirect measure of student learning, during AY 2013/14.	

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 75% of our students will correctly answer 80% of the questions in each of the content areas of the Capstone Exam.* • *There was one student that had a primary concentration in management. His overall score was 79% and had the most difficulty with the accounting and finance areas.* **If students have two concentrations, we will be reporting their results based on their primary concentrations. That is, if a student has concentrations in both marketing and management, we will be reporting results in one of these areas--their "primary" concentration. We can identify these because we have close relationships with students and know them well.*		X
2. 100% of management students scored over 80% on their integrated case studies and presentations. • The one student in this concentration scored an 83% on his integrated case study and presentation.	X	
3. Third Party Testing *(See #6 on page 7)*		

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 75% of our students will be at least "satisfied" with the Business Department • *100% of management students were satisfied with the department, according to the Student Satisfaction Surveys*	X	
2. *See Indirect Measure 2 – Graduation Rates on page 9 of this report*		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *(Direct Measure 1)* As mentioned in #2 under Other Issues (page 6), we recognize that we need to strengthen academic performance in the areas of Accounting and Finance. We expect that the hiring of a permanent accounting faculty member during the 2013/2014 academic year will result in increased academic outcomes in these areas. In the meantime, we will share the results of the Accounting and Finance sections of the Capstone Exam with the interim Accounting and Finance faculty member.		

Section I: Student Learning Assessment

Student Learning Assessment for BSBA (Marketing Concentration)	
Intended Student Learning Outcomes for BSBA –Marketing Concentration :	
1. Students will demonstrate a basic understanding of the knowledge, skills and attributes needed by managers and/or professionals in a business, economic, and political environment.	
2. Students will demonstrate competence in business and accounting necessary to pursue general management, financial, and /or accounting specialist opportunities.	
3. Students will demonstrate business and accounting career-oriented skills most appropriate to their selected concentration and/or major(s).	
4. Students will demonstrate critical thinking and communication skills in the areas of ethics, diversity, change and leadership.	
5. Students will demonstrate knowledge and understanding of how to execute a basic S.W.O.T. analysis and conduct basic secondary research including demographic and psychographic techniques that define the target customer.	
6. Students will demonstrate the ability to conduct a basic segmentation process that helps define who the customer is for a specific product or service.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone exam given in our senior level Strategic Management and Ethics class (Attachment C)	75% of our students will correctly answer 80% of the questions in each of the content areas of the Capstone Exam.
2. Senior integrated case analysis	75% of our students score at least 80% on their integrated case study analysis.
3. Third Party Testing *(See #6 on page 7)*	Under Development
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Undergraduate Student Satisfaction Survey (Attachment D)	75% of our students will be at least “satisfied” with the Business Department

2. *See Indirect Measure 2 – Graduation Rates on page 9 of this report*		
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 75% of our students will correctly answer 80% of the questions in each of the content areas of the Capstone Exam. • *100% of marketing students (7 of 7) scored 80% or better on the economics section* • *86 % of marketing students (6 of 7) scored 80% or better on the management section* • *53% of marketing students (4 of 7) scored 80% or better on the marketing section* o *One students was within one question of 80%. The other two were within two questions of 80%* • *29% of marketing students (2 of 7) scored 80% or better on the finance section* • *No marketing students scored 80% or better on the accounting section*		X
2. 75% of our students score at least 80% on their integrated case study analysis. • *100% of marketing students scored over 80% on their integrated case studies and presentations. The average score was 89%.*	X	
3. Third Party Testing *(See #6 on page 7)*		
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 75% of our students will be at least "satisfied" with the Business Department • *71% (5 of 7) of marketing students were satisfied with the department, according to the Student Satisfaction Surveys* • *Although one student indicated that he/she was unsatisfied with the department, their responses to other questions about the quality of education indicate that they were generally satisfied with both the department and the university. On this survey, questions are scored from 1 – 10, with 7 and above indicating that students are satisfied with the Business Department. While this student scored the Business Department a 6 out of 10 on the measurement question, the average of his responses to questions about the quality of the Business Department was an 8.1.* • *Because there are only 7 students in this group, the statistic for satisfaction with the Business Department are somewhat misleading. Had the student mentioned above indicated the same satisfaction on the*		X

question that we use for measurement as he indicated on the rest of his Exit Survey, the percentage for this measure would be 86%.		
2. *See Indirect Measure 2 – Graduation Rates on page 9 of this report*		

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

1. *(Direct Measure 1)* Our course of action is three-fold:
    1. Review the results with the Marketing faculty member.
    2. Each section of the test (except for the Management section) consists of 10 questions. During the academic year 2013-2014, we will be reviewing the Capstone test with the intent of expanding the number of questions in each test section.
    3. As mentioned in the Courses of Action for the Management Concentration, we expect that hiring a permanent Accounting and Finance faculty member will result in an improvement of our results in these areas.

Student Learning Assessment for BSBA (Accounting)	
Intended Student Learning Outcomes for BSBA –Accounting :	
1. Students will demonstrate a basic understanding of the knowledge, skills and attributes needed by managers and/or professionals in a business, economic, and political environment.	
2. Students will demonstrate competence in business and accounting necessary to pursue general management, financial, and /or accounting specialist opportunities.	
3. Students will demonstrate business and accounting career-oriented skills most appropriate to their selected concentration and/or major(s).	
4. Students will demonstrate critical thinking and communication skills in the areas of ethics, diversity, change and leadership.	
5. Students will effectively define the needs of various users of accounting data and demonstrate the ability to use such data effectively, as well as the ability to provide knowledgeable recommendations.	
6. Students will demonstrate the ability to recognize circumstances providing for increased exposure to fraud and define preventative internal control measures.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone exam given in our senior level Strategic Management and Ethics class (Attachment C)	75% of our students will correctly answer 80% of the questions in each of the content areas of the Capstone Exam.
2. Senior integrated case analysis	75% of our students score at least 80% on their integrated case study analysis.
3. Third Party Testing *(See #6 on page 7)*	Under Development
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Undergraduate Student Satisfaction Survey (Attachment D)	75% of our students will be at least “satisfied” with the Business Department
2. *See Indirect Measure 2 – Graduation Rates on page 9 of this report*	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…

	Met	Not Met
1. 75% of our students will correctly answer 80% of the questions in each of the content areas of the Capstone Exam. • *100% of accounting students scored 80% or better on the marketing section* • *67% of accounting students(2 of 3) scored 80% or better on the management and economics sections* • *33% of accounting students (1 of 3) scored 80% or better on the accounting and finance sections* ○ *One student who did not score 80% was within one question of 80% on both the accounting and finance sections*		X
2. 75% of our students score at least 80% on their integrated case study analysis. • *100% of accounting students scored over 80% on their integrated case studies and presentations*	X	
3. Third Party Testing *(See #6 on page 7)*		
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 75% of our students will be at least "satisfied" with the Business Department • *100% of accounting students were satisfied with the department, according to the Student Satisfaction Surveys*	X	
2. *See Indirect Measure 2 – Graduation Rates on page 9 of this report*		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *(Direct Measure 1)* As noted previously, we are aware that the Accounting and Finance areas of the Capstone exam are problematic, and will continue to pursue improvement in these areas via new hires and test reviews. Additionally, two of the accounting students drastically underperformed on the Accounting and Finance sections of the exam based on a comparison of their exam scores and their transcripts. Because there are only three students in this concentration, this resulted in skewed results for this measure.		

Master's Level Program

Student Learning Assessment for Masters in Business Administration	
Intended Student Learning Outcomes for Masters in Business Administration :	
1. Identify critical business issues facing organizations	
2. Analyze business issues from a cross-disciplinary perspective and form practical responses to these issues	
3. Assess the impact of global influences on business decisions.	
4. Formulate ethical approaches to business decisions and understand how to apply these within a business context	
5. Communicate effectively in both a written and oral manner	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Case Analyses	Overall, 90% of our students in the Strategic Management and Ethics class will score at least 85% on a series of textbook cases that are analyzed in this course.
2. Students' exiting final paper	All students successfully complete the exiting assessment final paper with a grade of at least 80%
3. Third Party MBA Comprehensive Exam Scores *(begun April 2012)*	3a. On average, our MBA students will meet or exceed the national average score for all topic areas in the Ivy Software MBA Comprehensive Examination. 3b. On average, our MBA students will meet or exceed the average score of other IACBE schools tested for all topic areas in the Ivy Software MBA Comprehensive Examination.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Exit Survey Question 24: "Please check the category below that represents your perception of the overall value of the program." (Attachment E)	75% of our students will be at least "satisfied" with the overall value of the MBA program.

2. *See Indirect Measure 2 – Graduation Rates on page 9 of this report*	

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Overall, 90% of our students in the Strategic Management and Ethics class, will score at least 85% on a series of textbook cases that are analyzed in this course. • *67% of students scored above 85% on the textbook case studies. 89% scored above 80%. The average score was 86%.*		X
2. All students successfully complete the exiting assessment final paper with a grade of at least 80%. • *96% of students scored at or above 80% on the final paper.*	X	
3a On average, our MBA students will meet or exceed the national average score for all topic areas in the Ivy Software MBA Comprehensive Examination. • *The overall average for student test scores exceeded the national comparison averages in all areas.*	X	

	USM MBA	All MBA	USM MBA vs. All MBA (Delta)
Financial Accounting	61%	60%	1.67%
Management	64%	60%	6.67%
Marketing	57%	55%	3.64%
Strategy	50%	47%	6.38%
Managerial Accounting	53%	53%	0.00%
Corporate Finance	55%	52%	5.77%
Overall Average	56%	55%	1.82%

3b On average, our MBA students will meet or exceed the average score of other IACBE schools tested for all topic areas in the Ivy Software MBA Comprehensive Examination.

- *The overall average for student test scores exceeded the IACBE comparison averages in all areas but one. In the Managerial Accounting section of the exam, our average score was 3.6% lower than the IACBE average (53% vs. 55%). However, the specific area of weakness (Financial Variance Analysis) is only covered in depth in our Finance concentration courses. The average score in this area of those students who earned a concentration in Finance was 64%, well above the IACBE comparison average of 55%.*

	USM MBA	IACBE	USM MBA vs. IACBE MBA
Financial Accounting	61%	61%	0.00%
Management	64%	63%	1.59%
Marketing	57%	56%	1.79%
Strategy	50%	49%	2.04%
Managerial Accounting	53%	55%	-3.64%
Corporate Finance	55%	52%	5.77%
Overall Average	56%	56%	0.00%

X

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. 75% of our students will be at least "satisfied" with the overall value of the MBA program. *Of the students who responded, 86.4% rated the value of the program as either "Above Average" (40.9%) or "Outstanding" (45.5%).*	X	
2. *See Indirect Measure 2 – Graduation Rates on page 9 of this report*		

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

1. *(Direct Measures 1&2)* Since we turned in our Assessment plan last year, the MBA Capstone course, MGT795 Strategic Management and Ethics has undergone a major change in format and course content. We are in the process of determining if these measures of student learning for the MBA are still relevant, and if not, what the new measures should be.
2. *(Direct Measure 3b)* The issue of whether to further emphasize Financial Variance Analysis in the core Managerial Finance course will be posed when our new full-time accounting professor is hired for AY 2013-2014.