

Direct and Indirect Assessment Results for the BBA Program

Compiled by the McCoy College Assessment
Committee based on data from McCoy College Core
Course Coordinators.

Fall 2009

General Notes

- The following pages show the direct and indirect assessment results gathered from BBA core course coordinators and submitted to the Assessment Committee on all college-level learning goals.
- The results conform to the assessment standards established by AACSB-International – i.e. aggregate results for the BBA program.
- Assessment standards for SACS requires reporting by department major. Department Chairs receive data for their majors on the six college-level learning goals. This information is to be used by departmental curriculum committees to improve their department major curriculum and is maintained at the department level.
- The Associate Dean and the Assessment Committee Chair audited four of the six learning goals last year for conformance to assessment standards and Bloom's Taxonomy. The goals of Critical/Analytical Thinking and Information Technology will be audited this year.

Learning Goal/Outcome:

Develop well-written reports, memos, and letters that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.

2005-2006

The following results are provided for Goal 1a (written communications) and are expressed in percent of students who exceed expectations, meet expectations, and do not meet (below) expectations:

Course/Assignment	Exceeds:	Meets:	Below:	n =
Acct. 2361 - Financial Statement Report	51.0	11.0	38.0	53
Acct. 2361 – Accounting Ethics Written	49.0	37.0	14.0	49
Acct. 2361 – Report Analysis *	41.0	32.0	27.0	183
Acct. 2362 – Ethical Dilemmas	56.0	14.0	30.0	198
Acct. 2362 – Costing Concepts Paper	58.0	14.0	28.0	198
MGT. 3353 - Diagnostic Grammar Test	10.9	57.4	31.8	211
MGT. 3353 - Persuasive Request Message	34.3	63.0	2.7	73
MGT. 3353 - Analytical Report *	20.0	73.3	6.7	73
MGT. 4335 - Strategic Analysis	22.4	66.7	11.5	174

Note: Numbers may not add to 100% due to rounding

* Group report with individual students identified

Learning Goal/Outcome:

Develop well-written reports, memos, and letters that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.

2008-2009

Course/Assignment	Percent of Students that:			
	Exceeds:	Meets:	Below:	n =
MGT. 3353 - Diagnostic Grammar Test (Pre)	2.3	47.2	50.5	578
MGT. 3353 - Diagnostic Grammar Test (Post)	13.4	58.3	28.3	499
MGT. 3353 - Persuasive Request Message	17.5	27.4	55.1	314
MGT. 3353 - Analytical Report	11.2	10.8	78.0	223
MGT. 4335 - Strategic Analysis	17.4	77.5	5.2	386

For the 3353 Analytic Report, process was changed to an individual report, and the criteria for meeting expectations was three or fewer grammatical/structure errors of any kind in the entire report.

The 4335 Strategic Analysis is usually a semester project, and in addition to the Microsoft Office Professional Package, the student has access to SLAC, the Writing Center, internet writing sites, and the format is highly structured/detailed.

Learning Goal/Outcome:

Use critical thinking skills to evaluate information, solve problems, and make sound decisions.

2006-2007

Faculty from 10 courses covering all business school disciplines assessed and reported students' critical thinking skills during 2006-2007. The results are presented below:

Course	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
ECON 2314	NA	62% (Goal 2a) 54% (Goal 2b)	38% 46%
QMST 2333	NA	67.9%	32.1%
ACCT 2361	NA	52.1%	47.9%
ACCT 2362	4%	29%	67%
BLAW 2361	NA	79.6%	20.4%
FIN 3312	7.3%	65.2%	27.5%
MKT 3343	NA	85%	15%
CIS 3380	39.9%	40.7%	19.4%
MGT 3353	NA	80.4% (Goal 2a) 87.2% (Goal 2b)	19.6% 12.8%
MGT 4335	21% (Goal 2a) 24% (Goal 2b)	64% 67%	15% 9%

Note: Professors who assessed using multiple choice questions reported only Met Expectations (correct answer) or Did Not Meet Expectations (incorrect answer).

2a. & 2b. Designations have been eliminated from the Learning Outcome / Learning Goal structure by the Curriculum Committee. Data is being gathered for the 2009-2010 academic year with no a/b designation.

Learning Goal/Outcome: Use information technology skills in decision-making.

Faculty from 8 courses covering all business school disciplines assessed and reported students' Information Technology skills during 2006-2007. The results are presented below:

Course	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
CIS 1323	84% (Goal 3a)	11%	5%
	69% (Goal 3b)	13%	18%
QMST 2333	NA	67.9%	32.1%
ACCT 2361	66%	22%	12%
ACCT 2362	59%	23%	18%
FIN 3312	9%	76%	15%
MGT 3353	NA	96%	4%
MKT 3343	NA	79%	21%
CIS 3380	40%	41%	19%

3a. Learn to use Information Technology (IT)

3b. Apply IT in analysis and communication

Note: Designations have been eliminated from the Learning Outcome / Learning Goal structure by the Curriculum Committee. Data is being gathered for the 2009-2010 academic year with no a/b designation.

Indirect Assessment Information
Graduating Senior Survey
 (for corroborative purposes only)

McCoy College of Business Administration							
Graduating Senior Survey (BBA) - Composite							
Comparative Results Goals/Themes/Skills 2002/3-2008/9							
Program Level Coverage of:	Student "Satisfaction Index" by Year (1):						
	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
1. Written Communication	98	90	94	93	93	94	95
2. Oral Communication	93	91	93	96	95	98	96
3. Ethical Issues/Understanding	81	83	92	92	93	95	97
4. Global Issues	70	71	84	72	79	85	78
5. Analytical Skills/Problem Solving	91	91	93	90	88	94	96
6. Leadership Skills	88	89	91	86	91	94	94
7. Teamwork/Interpersonal Skills	89	91	94	97	94	93	93
8. Diversity Issues	80	79	86	84	87	88	84
9. Information Technology	74	80	75	76	79	88	85
10. Legal/Regulatory Issues	82	84	85	86	84	90	87
11. Critical Thinking Skills (2)					91	93	94
12. Reflective Thinking					88	95	91
(1) Satisfaction Index = Very Satisfied + Satisfied							
(2) Critical Thinking was included as Analytical/Problem Solving skills from 2001 to 2005/6							

Indirect Information Alumni Survey

(for corroborative purposes only)

Alumni Survey Results 2000-2007	Satisfaction With Skills Learned in the Program				
Program-Level Goal Perceptions					
Program Skills/Topics:	2000 (%)	2002 (%)	2004 (%)	2006 (%)	2007 (%)
1. Critical and Logical Thinking (Program Goal 2b)	V 43.6 S 53.0 T 96.6	V 44.7 S 49.4 T 94.1	H 55 M 39 T 94	V 58 S 39 T 97	V 53 S 39 T 92
2. Effective Writing (Program Goal 1a)	V 32.6 S 54.4 T 87.0	V 35.4 S 47.1 T 82.5	H 39 M 44 T 83	V 41 S 48 T 89	V 38 S 52 T 90
3. Effective Speaking (Program Goal 1b)	V 40.9 S 48.5 T 89.4	V 42.0 S 42.8 T 84.8	H 57 M 35 T 92	V 64 S 28 T 92	V 57 S 36 T 93
4. Math/Quantitative Skills (Program Goal 2a)	V 32.6 S 59.1 T 91.7	V 39.7 S 50.0 T 89.7	H 47 M 44 T 91	V 43 S 47 T 90	V 40 S 54 T 94
5. Computer Skills/Information Technology (Program Goal 3a & 3b)	V 43.9 S 39.4 T 83.3	V 36.3 S 43.6 T 76.5	H 41 M 42 T 83	V 64 S 29 T 93	V 55 S 38 T 93
6. Teamwork Skills (Program Goal 5b) Note: Category new in Alumni 2004 survey questionnaire			H 71 M 26 T 97	V 73 S 23 T 96	V 64 S 31 T 95
7. Ethics/Values (Program Goal 4a & 4b) Note: Category new in Alumni 2004 survey questionnaire			H 41 M 49 T 90	V 50 S 39 T 89	V 41 S 43 T 84
8. Global Perspectives/Diversity/Cultural Issues (Program Goal 6a & 6b) Note: Category new in Alumni 2004 survey questionnaire			H 29 M 42 T 71	V 42 S 38 T 80	V 25 S 53 T 78
9. Organizational Skills/Learning (Program Goal 5a) (See Note 3) Note: Category new in Alumni 2004 survey questionnaire			H 47 M 43 T 90	V 74 S 25 T 99	V 67 S 26 T 93
10. Leadership Skills (No Specific Program Goal - Baseline Data) Note: Category new in Alumni 2004 survey questionnaire			H 47 M 42 T 89	V 48 S 42 T 90	V 43 S 38 T 81