

**Assessment Summary
Business Department
April 11, 2007**

Overview

The business department began pilot testing assessment instruments in the Fall of 2004. Since that time data has been collected and reviewed on a regular basis in five of our seven programs. The two programs with the most significant presence throughout the Webster system, the M.S. in Finance and the MBA, have been part of the School of Business and Technology's Webster-wide assessment initiative. Below is a brief review of progress to-date in each program. A more thorough analysis can be found in the minutes of program team meetings and the results which are attached.

1. MBA

A small pilot test was run in the Fall of 2004. The statistical and financial analysis outcomes were tested. Despite yielding few usable data points the test did point out the need for the consistency and assessment efforts. Many instructors did not use the suggested finance assignment, because they felt it was too difficult for their students. Similarly, some groups of economics students had not been required to run regressions in statistics so could not complete the assignment.

Full-scale assessment efforts began in the Fall of 2005 with the evaluation of two outcomes in the capstone course. Results were obtained from 57 sections of the course and approximately 350 students. Students' knowledge in core areas was lower than anticipated, though large standard deviation made it impossible to draw any firm conclusions from the data.

Student write-ups of a case study were used to evaluate their ability to make unstructured decisions. The results were more encouraging. Students were generally able to identify the problem and to find the necessary information to address the problem. Students were less successful at analyzing the information and developing action plans. The need to improve analytical skills was also identified in assessment results in the areas of financial, statistical and competitive analysis. A review of the program found that problem solving was not adequately built into the curriculum. The program team is developing a more structured curriculum to address this need. The first notable change to result from this process is the development of a 'Planning and Control' learning component. This area of study is built into the statistics and managerial accounting courses. A new learning outcome has been added to evaluate the success of this change.

2. M.S. Finance

Overall, results have been extremely positive in this program. Across all outcomes 58% of student work has been rated high and 28% medium. There is some concern about rating consistency. This has led to the initiation of a comprehensive assessment exam being given in the first week of the capstone course. Two changes have occurred in program content to address

findings to-date. A review of the required return on equity was added to the Investments course, and Investments was added as a prerequisite for Derivatives.

3. B.S. Finance

The program's emphasis on valuation concepts appears to be effective. Students did exceptionally well in computing time value of money and equity prices and reaching capital budgeting decisions. An area of concern is the poor results obtained related to determining required rates of return. This assessment took place one semester after the topic was covered in the students' coursework. This leads us to believe that retention is a concern. Advanced cost of capital discussion has been added as a component of the Financial Management course to give students increased exposure to this important topic.

4. B.S. Accounting

By the end of Spring 2007 two rounds of assessment will be completed on all outcomes. Overall, performance has been very good and no significant curricular changes have occurred. A few areas of weakness have been observed. These include: preparing a classified balance sheet, internal control, qualitative analysis, real property and insurance law, and designing tables and menus for a database. These topics are receiving increased emphasis.

5. B.A. Economics

Students were given a comprehensive macroeconomics exam in Fall 2005 and a microeconomics exam in Spring 2006. An exam on other topic areas is scheduled this spring. Data is limited due to the small number of students in the program (3 students took the first exam; 5 the second). Consistent with other findings students performed more strongly on topics that had been recently covered. It was also noted that exposing students to topics more than once in the curriculum led to better retention. Micro scores were higher than macro. This may have been due to giving students more time to prepare for the exam and providing incentives for satisfactory performance. Weak results in macro areas did point to problems in delivering the curriculum.

- Growth theory was not being addressed in intermediate macroeconomics.
- International trade and exchange rates was not getting sufficient coverage in some sections due to being scheduled at the end of the course.

1. MBA

A. Minutes

MBA Faculty Advisory Committee
February 16, 2006

Minutes

Attending: Steve Hinson, Director of the MBA Program
Wil Miles, Faculty
Doug O'Bannon, Faculty
David Porras, Assessment Coordinator
Debbie Psihountas, Faculty

1. Reviewed Program Goals and Measurable Learning Outcomes

The committee reviewed the current goals and learning outcomes. While generally appropriate, the committee plans to revisit them at another meeting. The average age of MBA students is decreasing and this might affect the ideal structure of the program.

2. Report Preliminary Results from Fall 2005 BUSN 6200 Assessment

Program level learning outcomes were assessed in the capstone course during fall of 2005. Results were received from 57 sections of BUSN 6200 with approximately a combined 350 students. Each section used the same multiple-choice exam questions and case. (The information sent to the site and multiple-choice exam are available on request.)

Goal 1 was assessed using a thirty five question multiple-choice exam with five questions from each of the functional areas. The exam was administered concurrent with the final exam in the MBA capstone course. The faculty members were advised not to prepare the students for the quiz.

The Finance and Microeconomic scores were particularly low. This may have resulted from question selection as the two faculty members who constructed the exam were a Finance faculty member and Microeconomics faculty member respectively. It was also noted that the Strategy score was surprisingly low given the exam was taken at the end of the Strategy course (our capstone). But it was also noted that do to the high standard error, none of the scores were statistically different from each other or from zero.

Goal 3 was assessed using a common case analysis administered during the capstone course. The results were significantly better than for the exam. Faculty members reported that the majority of students scored high with regard to the ability to identify the nature of the business problem and the information needed. With regard to analyzing the information and providing a plan of action students did less well.

There was some concern expressed by the committee that the results may have some rater bias. A further analysis to test for this will be completed later in the spring. (See number 7 below.)

3. Identify Program Strengths and Shortcomings Relative to Stated Goals

The third and defining goal of the program is the ability of the MBA student to solve unstructured business problems. The committee felt the results suggested that students may not be able to adequately apply the knowledge gained in the program to real business problems.

4. Relate Shortcomings to the Current Design of the Curriculum

The relative lack of ability of students to conduct analysis and make recommendations was attributed to curriculum design that emphasizes content over application. The only clearly policy oriented course is the capstone. This course however serves as a Strategy course, a Policy course, and a capstone experience. The rest of the curriculum tends to emphasize discipline specific content. In previous informal meetings, it has been suggested that separate Strategy and Policy courses would benefit students.

5. Relate Shortcomings to the Current Design of Specific Course(s)

It was also noted by the committee that anecdotal evidence suggests students seem to have very little experience with unstructured problems before the capstone course. The current course guidelines in general do not require cases or simulations in the other course work.

The committee was particularly concerned with the ability of students to adequately deal with financial information. Debbie Psihountas, a Finance faculty member, joined the committee to describe in detail the content of the two Finance courses currently in the program. The committee agreed that the content of the second Finance course, FINC 5880, was less applicable to MBA students than to MS in Finance students. Instead, MBA students would be better served by a case course that reinforces the foundation Finance content provided in the first of the two courses, FINC 5000.

6. Identify Course(s) Where Course Level Assessment Should Take Place (if Any)

The relatively weak results (albeit not statistically significant) for Finance and Microeconomics on the exam and the weaker results on the analytical part of the case suggest that the FINC 5880 Advanced Corporate Finance and BUSN 6120 Managerial Economics should be assessed next. If case-type problems are presented in these courses, the committee will be able to determine if students are not developing the ability to do such analysis or are unable to generalize the skill outside that particular class.

7. Establish Topics for Future Meetings:

- Appropriateness of Program Mission

In light of new evidence that average student age is decreasing, the committee will review the mission and goals at a future meeting.

- Appropriateness of Learning Outcomes

It may be worth-while to review the learning outcomes under goal 2 to make certain they correctly measure the desired inputs leading into the capstone course.

- Appropriateness of Current Curriculum

As more evidence is collected, the committee will continue to investigate whether the current curriculum is most appropriate to achieve the stated goals.

- Further Analysis

Wil Miles and Doug O'Bannon, both BUSN 6200 faculty members, will do a blind analysis of a random sample of cases submitted by other 6200 faculty members. The results will be used to investigate the validity of the results received. This will take place during the Spring 2 2006 term.

Steve Hinson will compare the results from the classroom sections with those of the online sections as an exploratory study.

Wednesday February 7, 2007
MBA

Attending:

Dan Viele, Accounting
David Porras, Assessment Leader
Steven Hinson, MBA Director

Subject:

Planning and Control Component

David Porras discussed the appropriateness of adding to the measurable learning outcomes in light of earlier assessment results. At that time (reference needed) it was determined that our students were not sufficiently successful at solving unstructured problems. Part of this was the lack of practice solving such problems and structure within the MBA.

An outgrowth has been an effort to develop a more structured flow within the curriculum. The MBA is being organized into four distinct (but overlapping) components. Today we were working on the Planning and Control component.

The following is the outcome of this discussion:

The 'Planning and Control' component prepares students to:

- use statistical analysis to determine expected outcomes.
- use statistical analysis to assess risk and uncertainty.
- produce information to support the planning and control process.
- evaluate information to compare expected and actual performance.

(New) Measurable Learning Outcome:

The MBA student can explain a firm's performance (relative to its benchmark performance expectation) within a market segment.

Related Course Content:

- BUSN 5760 Statistics
 - Probability
 - Measures of Central Tendency
 - Expected Value
 - Measures of Dispersion
- BUSN 6070 Managerial Accounting
 - Value Chain (big picture / organizing framework)
 - Evaluation of Cost Performance (cost center analysis)
 - Analysis of Profitability (profit center analysis)
 - ROI RI EVA and BS (investment center analysis)

B. Results

1. “The MBA possesses foundation knowledge in each of the primary functional areas of business.”

	Course	Term	Avg	Std	%
1. Accounting	Busn 6200	Fall 05	4.22	3.37	52.8
2. Microeconomics		Fall 05	3.14	3.28	39.3
3. Finance		Fall 05	2.82	2.58	35.2
4. Marketing		Fall 05	5.25	3.42	65.7
5. Organizational Behavior		Fall 05	4.53	3.10	56.6
6. Operations Management		Fall 05	4.58	2.88	57.2
7. Strategy		Fall 05	4.18	2.66	52.2

2.a. “The MBA can utilize statistical analysis to assess product demand conditions.”

	Course	Term	High	Medium	Low
1. Correctly structure the problem	Busn 6120	Fall 04	25	0	0
		Spring 05	9	1	1
2. Correctly apply the method		Fall 04	N/A	N/A	N/A
		Spring 05	9	1	1
3. Correctly specify the results		Fall 04	23	2	0
		Spring 05	9	1	1
4. Correctly assess statistical significance		Fall 04	13	0	12
		Spring 05	4	3	3

2.c. “The MBA can utilize competitive analysis to assess market position.”

	Course	Term	High	Medium	Low
1. Correctly addresses price sensitivity of the product	Busn 6120	Spring 06	2	8	15
		Fall 06	46	43	24
		Fall 06	97	46	44
2. Assesses potential competitor reaction(s)		Spring 06	4	17	4
		Fall 06	41	49	22
		Fall 06	84	70	40
3. Correctly speaks to the ability to price above cost		Spring 06	6	14	5
		Fall 06	46	43	23
		Fall 06	77	63	43
4. Correctly assesses the sustainable level of profitability		Spring 06	2	8	15
		Fall 06	39	54	20
		Fall 06	79	53	54

MBA

3: "The MBA can address unstructured business problems that span multiple functional areas.

	Course	Term	High	Medium	Low
1. Identify the nature of a business problem	Busn 6200	Fall 05	200	105	48
2. Identify the information needed to address the problem		Fall 05	178	141	33
3. Analyze the information		Fall 05	139	166	50
4. Develop a plan of action		Fall 05	147	135	73

2. M.S. Finance

A. Minutes

Finance Program Committee Meeting Minutes December 21, 2005

Members Present: David Porras, Debbie Psihountas, Brad Scott

1. *Undergraduate Assessment*
 - Only pilot testing has been completed to date. Special emphasis has been placed on time value of money.
 - During the spring semester three outcomes will be assessed on a pilot basis in the Financial Management course.
 - All St. Louis sections of 3210 will participate in time value of money assessment.

2. *Graduate Assessment*
 - Offsite pilot testing showed the need for better faculty training. In particular:
 - Many faculty are not showing distribution of students across components. They are simply stating all students are “high” performers.
 - Student performance should be assessed based on the rubric criteria not on other grading criteria.
 - The stock analysis project should be utilized to evaluate all components of student ability to price equities.
 - It was agreed that the Financial Analysis rubric was incorrect in stating that “Students project cash flows.” The wording will be changed to better reflect actual expectations.
 - Online assessment results pointed to possible problems in the instruction of FINC 5210.
 - The CAPM, while not derived in the course, should be utilized, since students are exposed to the model in FINC 5000 and 5880.
 - Online exam questions should better reflect learning expectations.
 - The instruction of derivatives in FINC 5880 was discussed. It was agreed to discuss at the next meeting how to better integrate what is learned here with the derivatives course.
 - During the spring outcomes will be assessed in the Institutions course and the capstone.

**Finance Program Committee Meeting
Minutes
March 19, 2007**

Outcomes Assessed Spring and Fall 2006

Spring 2006

M.S. Finance

Outcome 2B: “Students can utilize financial analysis to assess an organization’s financial condition.”

B.S. Finance

Outcome 2A: “Students can evaluate corporate decisions based on NPV and IRR.”

Outcome 3B: “Students can estimate required rate of return.”

Fall 2006

M.S. Finance

Outcome 1.A.: “Students can calculate the value of fixed income securities.”

Outcome 1.B.: “Students can calculate the value of equity securities.”

Outcome 1.C.: “Students can discuss market functioning and explain the role that efficient markets play in security valuation.”

Outcome 1.D. “Students can describe the impact of economic conditions on the value of financial assets.”

Outcome 3.B.: “Students can evaluate credit and interest rate risk.”

KEY FINDINGS AND ACTIONS TAKEN:

We found a number of things that needed to be changed as a result of our analysis. In the spring FINC 3600, sections, we found poor results, leading us to conclude that students were retaining little of what they had learned in their prerequisite course, FINC 3210. Because of this finding, we have decided to add an up-front assessment in the FINC 6290 capstone class (the last class taken by MS in Finance majors), to see what graduate students have retained from prior coursework. We will implement that beginning in spring 2, 2007.

For the spring, 2006 FINC 5880 courses, the objectives are being met at a high level in 66% of all measures, at a medium level in 26%, and at a low level in 8%.

For the fall courses, equity valuation and market efficiency learning outcomes have had favorable results, so we will not make changes at this time. There is some concern that some of the field sites aren't using the assessment instruments correctly, since their results seem to be higher than those of the full-time faculty-led sections.

We have made FINC 5210 a pre-requisite course for the FINC 5870 Derivatives course (effective March, 2006).

We changed wording to better-clarify the fourth criterion on the FINC 5880 rubric.

We discussed that we had learned, from a St. Louis student, that the first few pages of the syllabus didn't match what the instructor actually graded the students on, nor did the weekly schedule reflect much of what was on the first pages of the syllabus. Further investigation showed that an adjunct had replicated the first couple of pages of the sample syllabus intact, and then ignored them in compiling the remainder of his syllabus. We plan to gain administrator access to all syllabi, and will begin reviewing the syllabi of adjuncts to ensure that they aren't just arbitrarily copying pages of the sample syllabus, and then not using the material that has been advised per the syllabus and faculty course guides for the actual course. Also, we have planned an "all finance faculty" training session/meeting for the evening of Friday, May 4th, to conduct more training and to let adjuncts know that we will be reviewing all syllabi moving forward.

B. Results

1.a. "Students can determine the value of fixed income securities."

Objective	Course	Term	High	Medium	Low
1. Demonstrates effective use of financial calculator to derive Yield To Maturity	Finc 5210	Spring 05	9	2	7
2. Identifies correctly the timing and amount of the coupon payment		Spring 05	14	3	1
3. Discounts the par value of the bond to correctly determine the bond's current value		Spring 05	16	1	1
4. Considers both the coupon revenue and the par value in calculating the total current value of the bond		Spring 05	15	1	2

(Course and rubric changed in Fall 2006)

	Course	Term	High	Medium	Low
1. Students can calculate the value of fixed income securities.	Finc 5830	Fall 06	9	5	1
		Spring 07	2	8	3

1.b. "Students can determine the value of equity securities."

	Course	Term	High	Medium	Low
1. Students can compute required rate of return using the Capital Asset Pricing Model.	Finc 5210	Fall 05	4		1
		Fall 06	9	4	0
		Spring 07	18	2	1
2. Students can apply a discounted cash flow model to accurately compute the value of a firm as an on-going concern.		Fall 05	8	0	2
		Fall 06	11	0	2
		Spring 07	16	3	2
3. Student can apply use of the earnings multiple approach to value securities.		Fall 05	7	0	3
		Fall 06	11	0	2
		Spring 07	10	7	4
4. Students make correct buy/sell decisions for securities based on intrinsic value.		Fall 05	5	4	1
		Fall 06	12	1	0
		Spring 07	15	5	1

1.c. “Students can discuss market functioning and explain the role that efficient markets play in security valuation.”

	Course	Term	High	Medium	Low
1. Students can differentiate between the three forms of market efficiency, and can identify violations of market efficiency.	Finc 5210	Fall 05 Fall 06 Spring 07	8 13 20		2 0 1
2. Student understands the links between market efficiency and technical and fundamental stock analysis.		Fall 05 Fall 06 Spring 07	9 6 16	1 4 4	0 4 1

1.d. “Students can describe the impact of economic conditions on the value of financial assets.”

	Course	Term	High	Medium	Low
1. The student will correctly utilize the Solow Growth Model.	Busn 6050	Fall 06 Spring 07	6 7	1 6	3 6
2. The student’s interpretation of the impact on GDP growth is justified.		Fall 06 Spring 07	1 4	6 7	3 8
3. The description of the impact on US Financial Markets is well founded.		Fall 06 Spring 07	3 1	3 9	4 9

2.b. “Students can explain the impact of capital structure decisions on financial performance and the cost of capital.”

	Course	Term	High	Medium	Low
1. Students can correctly determine capital structure weights given balance sheet data and information on the target capital structure for the firm.	Finc 6290	Fall 06	8	2	2
2. Students can determine the cost of debt, common equity and preferred equity. They can use this information to compute WACC.		Fall 06	1	8	3
3. Students can correctly identify the impact to the firm of changes in either the capital structure or changes in the cost of capital.		Fall 06	N/A		

2.d. "Students can utilize financial analysis to assess an organization's financial condition."

	Course	Term	High	Medium	Low
1. Compute financial ratios from the following categories: Liquidity, asset management, profitability and market value.	Finc 5880	Fall 04	9	6	0
		Summer 05	5	3	2
		Fall 05	15	2	1
		Spring 06	38	15	2
2. Conduct comparison analysis using historical firm and industry performance		Fall 04	13	2	0
		Summer 05	2	4	3
		Fall 05	13	5	0
		Spring 06	32	16	7
3. Prepare cash flow projections		Fall 04	4	12	1
		Summer 05	5	2	4
		Fall 05	4	14	0
		Spring 06	30	22	3
4. Compute required rate of return using risk analysis		Fall 04	3	12	0
		Summer 05	6	0	4
		Fall 05	8	11	0
		Spring 06	40	9	6
5. Utilize time value analysis		Fall 04	8	7	1
		Summer 05	4	1	6
		Fall 05	12	5	2
		Spring 06	42	11	2

3.a. "Students can evaluate credit and interest rate risk."

	Course	Term	High	Medium	Low
1. Students can evaluate credit and interest rate risk	Finc 5830	Fall 06	2	7	6
		Spring 07	3	6	4

3.b. "Students can construct strategies to reduce risk using derivatives."

	Course	Term	High	Medium	Low
1. Students identify risk factors.	Finc 5870	Fall 05	2	4	3
2. Students select a derivative instrument which will reduce or eliminate risk.		Fall 05	3	6	
3. Students establish a hedged position.		Fall 05	3	5	1
4. Students estimate the cost of the hedged position.		Fall 05	1	6	2

3. B.S. Finance

A. Results

1. a. “Students can solve time value of money problems.”

	Course	Term	High	Medium	Low
1. Distinguish between single payments and annuities.	FINC 3210	Spring 05	19	4	2
		Fall 05	14	0	1
2. Evaluate whether solving for present or future value.		Spring 05	23	2	0
		Fall 05	15	0	0
3. Correctly times cash flows.		Spring 05	9	15	1
		Fall 05	12	2	1
4. Set-up equation appropriately.		Spring 05	25	0	1
		Fall 05	13	0	1
5. Computational Accuracy.		Spring 05	12	13	
		Fall 05	13	2	

1. c. “”*Students can determine the value of stock.*”

	Course	Term	High	Medium	Low
1. Students can compute required rate of return using the Capital Asset Pricing Model.	Finc 4210	Fall 05	9	1	1
2. Students can estimate future cash flows.		Fall 05	4	7	
3. Students can compute intrinsic value using the discounted cash flow method.		Fall 05	4	5	2
4. Students make correct buy/sell decisions for securities based on intrinsic value.		Fall 05	8		3

Outcome 2.a. “Students can evaluate corporate decisions based on NPV and IRR.”

	Course	Term	High	Medium	Low
1. Student can prepare cash flow projections	FINC 3600	Spring 06	7	4	3
2. Student can correctly compute NPV.		Spring 06	10	1	3
3. Student makes correct capital budgeting decision.		Spring 06	10	2	2

3.b. “Students can estimate required rate of return.”

	Course	Term	High	Medium	Low
1. Student can compute the cost of equity.	Finc 3600	Spring 06	8	2	4
2. Student can compute the after-tax cost of debt.		Spring 06	1	2	11
3. Student can compute the appropriate capital structure weights.		Spring 06		5	9
4. Student can compute weighted average cost of capital.		Spring 06	1	3	10

4. B.S. Accounting

A. Minutes

Accounting Faculty Committee Results of Program Assessments Academic Year 2005-2006

During the academic year 2005-2006 we did the following program assessment related to the learning outcomes for ACCT 3025, ACCT 3030, ACCT 3075, ACCT 3080, ACCT 3200, ACCT 4220, and ACCT 4900. All of the assessments in 2005-2006 were pilot assessments.

The results from the assessment of goals 1a and 4b for the accounting program were discussed. These goals were assessed in the same project and scoring matrix in ACCT 3040 for the 2005-2006 academic year. Goals 1a and 4b are stated as follows:

1a. Students need to be able to prepare a complete set of financial statements.

Assessment tool – students will prepare and be assessed on a complete set of financial statements from journal entries to closing entries in ACCT 3030.

4b. Students can prepare financial statements using an approved accounting software package.

Assessment tool – students will prepare and be assessed on a complete set of financial statements using an approved software package from journal entries to closing entries in ACCT 3030.

We discussed the difficulty students had with preparing a classified balance sheet. Only three out of the 20 students assessed scored in the high range for assessment of their ability to prepare a classified balance sheet in good form. Seven of the students scored in the “low” range. Many of the students had balance sheets that did not balance or the balances were hand written and did not total correctly.

More emphasis will be placed on classification of balance sheet items. Students performed better on the preparation of a multi-step income statement.

The results from the assessment of goal 1b for the accounting program were discussed. Goal 1b is stated as follows:

1b. Students can determine whether financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP).

Assessment tool – students will be asked questions that will be tracked in ACCT 4900.

The results of the matrix for ACCT 4900 indicated that the students had an average to above average knowledge of audit evidence and identifying and applying Generally Accepted Accounting Principles (GAAP). The students scored lower on identifying characteristics of a strong or weak internal control environment. None of the 26 students scored in the high range for internal control. We discussed adding an extra quiz or assignment for internal control.

The results from the assessment of goal 2a for the accounting program were discussed. Goal 2a is stated as follows:

2a. Students can analyze financial statements using financial ratios.

Assessment tool – students will take an objective exam (multiple choice) on financial ratios used to analyze the condition of a business enterprise.

The results of the matrix for ACCT 4220 indicated that the students had an above average understanding of the issues relating to the preparation of financial statements and using common size statements and financial ratios to assess the financial statements. Students scored lower on understanding equity valuation and debt issues. Only a few students had ACCT 4600 (Business Valuation) which addresses some of the valuation issues. We discussed searching for a text that has a more in-depth study of valuation issues.

The results from the assessment of goal 2b for the accounting program were discussed. Goal 2b is stated as follows:

2b. Students should be able to use financial statement data to make decisions about the allocation of financial resources of an enterprise.

Assessment tool – students will prepare and be assessed on the analysis of a resource allocation problem in ACCT 3025. Students used a decision making model that involves identifying the problem, identifying alternatives, completing a cost/benefit analysis, considering qualitative factors that affect their decision, and making a recommendation.

We discussed that students performed well on four of the above five items and need improvement in addressing qualitative factors that affect decision making. More emphasis will be placed on this in future semesters with more examples and illustrations.

We discussed the assessment matrix from ACCT 3075 and ACCT 3080 completed by the tax professor John Brugere. The assessment of ACCT 3075 is related to the Accounting Program Goal 3a and 3b.

3a. Students should be able to manually prepare a personal tax return (Form 1040).

Assessment tool – students will prepare and be assessed on a personal tax return in ACCT 3075.

3b. Students should be able to manually prepare a corporate tax return (Form 1120).

Assessment tool – students will prepare and be assessed on a corporate tax return in ACCT 3080.

The results of the matrix indicated that there was a normal distribution in the level of competency in the program goals for both ACCT 3075 and ACCT 3080. John indicated that 6 students fell into the high category of competency for the program goals and 12 were in the medium range and 6 were in the high range for the program goals. Mr. Brugere indicated that this was based on his analysis of several responses tracked in his homework assignments and tests.

Mr. Brugere indicated that the measurement of our stated program goals for the course were not necessary consistent with his teaching techniques. He indicated that he would be willing to build into his class a better assessment project to measure our expected outcomes against. The accounting faculty felt that we need to meet with John to develop a better project to assess the student outcomes for our program goals.

The test for ACCT 3200 was administered by Chris McGinnis but prepared and assessed by Troy Luh and relates to the Accounting Program Goal 3c.

3c. Students demonstrate an understanding of how the legal environment affects the accounting profession.

Assessment tool – students will take an objective exam (multiple choice) on the legal issues affecting the accounting profession in ACCT 3200.

The results of the matrix for ACCT 3200 indicated that the students had a high level of competency in the area of agency relationships and contracts. Students scored weaker on issues such as debtor and creditor relationships, government regulation, and the Uniform Commercial Code. Students scored particularly low on the concept of real property law and insurance law. Chris indicated that he would spend more time of the issues where the students have more difficulty.

4a. Students can develop and retrieve financial data from a database system.

Assessment tool – students will take an objective exam (multiple choice) on the concepts of developing and retrieving data from a database system.

The results of the matrix for ACCT 3800 indicated that students had above average understanding of creating relationships between tables in a database, and could successfully design and create database forms and reports. Students had difficulty creating and designing the initial tables and creating menus for a database. More emphasis will be placed on this area.

Results

1.a. “Students can prepare a complete set of accounting statements”

	Course	Term	High	Medium	Low
1. Can prepare journal entries in good form and prepare trial balance in accordance with GAAP	Acct 3040	Fall 04	12	3	8
		Fall 05	8	8	4
		Fall 06	24	3	1
2. Can prepare adjusting entries in good form in accordance with GAAP		Fall 04	12	3	8
		Fall 05	14	2	4
		Fall 06	13	9	6
3. Can prepare an income statement in the proper format in accordance with GAAP		Fall 04	12	3	8
		Fall 05	9	6	5
		Fall 06	14	7	7
4. Can prepare a classified balance sheet in the proper format in accordance with GAAP		Fall 04	12	3	8
		Fall 05	3	10	7
		Fall 06	11	8	9
5. Can prepare a cash flow statement in proper format in accordance with GAAP		Fall 04	12	3	8
		Fall 05	7	9	4
		Fall 06	12	9	7
6. Can prepare closing entries and post closing trial balance in good form in accordance with GAAP		Fall 04	12	3	8
		Fall 05	12	4	4
		Fall 06	14	5	9

1. b. “Students can determine whether financial statements are prepared in accordance with Generally Accepted Accounting Principles”

	Course	Term	High	Medium	Low
1. Students can quantify the sufficiency of audit evidence	Acct 4900	Spring 05	5	12	9
		Spring 07	9	6	3
2. Students can identify and apply Generally Accepted Auditing Standards to an audit engagement.		Spring 05	2	14	10
		Spring 07	5	7	6
3. Students can identify the characteristics of a strong or weak internal control environment.		Spring 05	0	18	8
		Spring 07	5	5	8

B.S. Accounting

2 a. “Students can analyze a set of financial statements using financial ratios, trends and industry benchmarks.”

	Course	Term	High	Medium	Low
1. Students understand accounting principles used to prepare financial statements.	Acct 4020	Spring 06	6	4	2
2. Students can analyze financial statements using common size and trend analysis.		Spring 06	5	3	4
3. Students can analyze financial statements using ratio analysis.		Spring 06	7	3	2
4. Students can analyze a cash flow statement using ratio and common size analysis.		Spring 06	7	1	4
5. Students understand equity and valuation issues.		Spring 06	3	2	7
6. Students have an understanding of long-term debt paying ability.		Spring 06	2	3	7

2.b. “Students can use financial statements to make decisions about the allocation of financial resources of an enterprise.”

	Course	Term	High	Medium	Low
1. Students can define the decision-making issues/problem and identify alternative solutions.	Acct 3025	Spring 05	8	0	0
2. Students can identify relevant costs of each alternative.		Spring 05	5	3	0
3. Students can perform cost/benefit analysis.		Spring 05	6	2	0
4. Students can identify and evaluate qualitative factors.		Spring 05	2	0	6
5. Students can make and support recommendations.		Spring 05	5	3	0

3.a. “ Students can manually prepare a personal tax return.”

	Course	Term	High	Medium	Low
1. Students can determine and measure income items.	Acct 3075	Fall 05	6	12	6
2. Students can determine and measure items deducted from AGI.		Fall 05	6	12	6
3. Students can compute personal dependency exemptions.		Fall 05	6	12	6
4. Students can determine and measure items to be included in itemized deductions.		Fall 05	6	12	6
5. Students can determine and calculate tax credits.		Fall 05	6	12	6
6. Students can calculate taxable income and compute income tax amount.		Fall 05	6	12	6

3. b. “Students can manually prepare a corporate tax return”

	Course	Term	High	Medium	Low
1. Can compute the corporate income tax.	Acct 3080	Fall 05	6	12	6
2. Can compute the basis of stock of the shareholder and the corporation.		Fall 05	6	12	6
3. Can compute the tax differences between debt and equity investments.		Fall 05	6	12	6
4. Can compute the tax treatment of shareholder debt and stock losses.		Fall 05	6	12	6
5. Can compute the tax treatment of distributions from corporations.		Fall 05	6	12	6
6. Can compute a corporation’s earnings and profits.		Fall 05	6	12	6
7. Can compute the tax treatment of dividends for individual shareholders.		Fall 05	6	12	6
8. Can compute the tax consequences of complete liquidations for both the corporation and its shareholders.		Fall 05	6	12	6

3 c. “Students demonstrate an understanding of how the legal environment affects the accounting profession.”

	Course	Term	High	Medium	Low
1. Students understand the agency relationship in a business environment.	Acct 3200	Spring 06	8	4	4
2. Students can identify the basic elements of a valid contract.		Spring 06	16		
3. Students understand the legal issues related to debtor and creditor relationships.		Spring 06	6	9	1
4. Students understand the legal issues related to the governments regulation of business.		Spring 06	5	8	3
5. Students understand legal issues related to the sale of goods covered under the Uniform Commercial Code.		Spring 06	7	8	1
6. Students understand the legal issues related to real property and insurance.		Spring 06	4	5	7

4.a. “Students can develop and retrieve financial data from a database system.”

	Course	Term	High	Medium	Low
1. Students can design and create database tables	Acct 3800	Spring 06	5	5	
2. Students can identify and create relationships between tables in a relational database.		Spring 06	8	1	1
3. Students can design and create reports using a database.		Spring 06	7	3	
4. Students can design and create database forms.		Spring 06	8	2	
5. Students can create menus for a database.		Spring 06	6	4	

4.b. “Students can prepare financial statements using an approved accounting software package.”

	Course	Term	High	Medium	Low
1. Students can configure an accounting system using an approved software package.	Acct 3040	Spring 07	21	2	1
2. Students can process transactions using an approved software package.		Spring 07	9	7	8
3. Students can prepare a trial balance using an approved software package.		Spring 07	11	11	2
4. Students can prepare financial statements in good form using an approved software package.		Spring 07	11	9	4

5. B.A. Economics

A. Minutes

Assessment of the Comprehensive Microeconomics Exam May 12, 2006 by Patrick Rishe

Below are the results of the comprehensive microeconomics exam, which is intended to test students on material contained in both Principles and Intermediate Microeconomics.

There were 9 topic areas that were examined. Those areas, the number of questions asked, and the percentage correct by each student taking the exam are in the table below.

	quest	Student1	Student2	Student3	Student4	Student5	averages
Supply and Demand	4	4	4	4	3	4	3.8
Market Equilibrium	7	5	6	7	5	6	5.8
Elasticity	4	4	4	4	3	3	3.6
Consumer Choice	7	5	7	6	7	5	6
Production and Cost	10	6	8	6	5	7	6.4
Market Structures	10	5	9	6	9	8	7.4
Labor Market	8	8	8	8	8	8	8
Regression Analysis	16	16	12	14	14	14	14
Game Theory	4	3	3	3	2	4	3
	70	56	61	58	56	59	58
		80.0%	87.1%	82.9%	80.0%	84.3%	

The regression analysis section only had 3 questions, but given the multi-part nature of those questions, that section was graded on a traditional 'point basis', and was worth 16 points in total.

Every student earned a solid 'Pass' grade for their overall performance, given that each student earned correctly answered at least 80% of the questions.

Broken down by topic:

<u>Topic</u>	<u>averages</u>
Labor Market	100.0%
Supply and Demand	95.0%
Elasticity	90.0%
Regression Analysis	87.5%
Consumer Choice	85.7%
Market Equilibrium	82.9%
Game Theory	75.0%
Market Structures	74.0%
Production and Cost	64.0%
	82.9%

The students collectively earned a 'High Pass' on topics such as the labor market, supply and demand, and elasticity. They earned a solid 'Pass' on topics such as regression analysis, consumer choice, and market equilibrium and restrictions.

The weaker areas of knowledge were with respect to game theory, market structures, and production and cost. However, those scores still were high enough for a ‘low pass’ collectively. Broken down by student, it can be seen that each student earned a ‘pass’.

<u>Student</u>	<u>Average</u>
1	87.1%
2	84.3%
3	82.9%
4	80.0%
5	80.0%

Lastly, the table below shows which percentage of the students earned a ‘high pass’, ‘pass’, ‘low pass’, or failed the various test subject areas.

<u>Topic</u>	<u>High Pass</u>	<u>Pass</u>	<u>Low Pass</u>	<u>Fail</u>
Supply and Demand	80.0%	0.0%	20.0%	0.0%
Market Equilibrium	20.0%	40.0%	40.0%	0.0%
Elasticity	60.0%	0.0%	20.0%	0.0%
Consumer Choice	40.0%	20.0%	40.0%	0.0%
Production and Cost	0.0%	20.0%	60.0%	20.0%
Market Structures	40.0%	20.0%	20.0%	20.0%
Labor Market	100.0%	0.0%	0.0%	0.0%
Regression Analysis	20.0%	60.0%	20.0%	0.0%
Game Theory	20.0%	0.0%	60.0%	20.0%

It should be noted that the performance on the comprehensive microeconomics exam was far better than the results from the comprehensive macroeconomics exam given in December 2005. This may be due to several factors, including:

- students had less time to prepare for the exam;
- students had a longer break from when they had taken their macro courses;
- greater inconsistencies with the material on the exam and the way in which the courses were taught;
- no incentives for the students to perform well.

To the extent that the 3rd reason above was a contributing factor, the economics faculty must do a better job of coordinating their efforts to be sure that the exam instrument is in line with how the courses are being taught, and in turn, that the courses are being taught in a manner consistent with faculty course guidelines.

Also, it is suggested that students be given a full semester’s notice prior to taking this exam, as well as some form of incentive (academic, financial, or otherwise) to illicit their best performance in order to obtain assessment results that are more reflective of their true knowledge base.

Comments Regarding the Results of the Comprehensive Macroeconomics Exam from December 2005

- There were 96 questions covering 11 topic areas:
 - o Money and Banking
 - o GDP and Business Cycles
 - o Inflation
 - o Unemployment
 - o AD and AS
 - o Monetary Policy
 - o International Trade
 - o Exchange Rates
 - o Fiscal Policy
 - o IS-LM Analysis
 - o Growth Theory

- The 3 students that took the exam scored 62.5%, 68.8%, and 33.3%, respectively.
 - o The low scores could reflect several things:
 - Lack of incentive on behalf of the students to prepare for this exam.
 - They did not receive any credit for taking this exam, nor were they offered any monetary inducement (as some faculty had suggested).
 - Lack of exposure to certain topic areas
 - This was especially true with respect to growth theory, which apparently the instructor that each student had for intermediate macroeconomics did not cover.
 - Some questions on the exam may have been ‘outside of the realm’ of the material that we have outlined in our Faculty Course Guidelines for Principles and Intermediate Macroeconomics
 - This problem is easily solved by simply being more meticulous when designing the exam.

Assessing the Results in More Detail

- The order in which the topics are listed above is the same order of proficiency demonstrated by these 3 students collectively.
 - o The 3 strongest areas were Money and Banking, GDP and Business Cycles, and Inflation.
 - o The 3 weakest areas were Fiscal Policy, IS-LM analysis, and growth theory.
 - That IS-LM and Growth Theory are both taught at the intermediate level, this suggests that instructors must be sure to teach these areas thoroughly in that course.

- With respect to each individual student:
 - o Matt was over 80% correct in 4 of the 11 topic areas; over 70% correct in 5 of the 11 topic areas
 - o Kent was over 80% correct in 5 of the 11 topic areas; over 60% correct in 6 of the 11 topic areas
 - o Suad was over 80% correct in 0 of the 11 topic areas; over 60% correct in 1 of the 11 topic areas.

Other general comments:

- The relative strength in the top 3 categories may be due to their ‘placement’ in each course and previous exposure.
 - o GDP and Business Cycles, as well as Inflation, are fundamental macro topics discussed early in the semester.
 - o Some of the students taking the exam had already taken Money and Banking, and this may have supplemented their exposure to these topics that they had from their principles and intermediate courses.
- The weak performance on the unemployment topic is disturbing that this topic (along with GDP and Inflation) is one of the fundamental macro topics.
- The weak performance in international trade and exchange rates may be due to the fact that these topics often come near the end of the semester, and as such, sometimes professors do not cover these areas fully enough to allow our student’s mastery over these topic areas.

In sum:

- I think it is critical to create incentives (either by offering students a chance to earn credits or some form of monetary inducement) that will encourage future ‘test-takers’ to maximize their scores;
- I think it is critical that IS-LM and Growth Theory are covered thoroughly in Intermediate Macro;
- I think it is critical that instructors teaching Principles Macro structure their course in such a way as to allow ample time for issues such as fiscal and monetary policy, as well as international economics, and that Intermediate Macro teachers gauge their students’ competency in these advanced areas so as to determine how much time to allocate to these areas in intermediate.

Results

1.a. "Students understand basic macroeconomic concepts."

	Term	High	Medium	Low
1. Money and banking	Fall 05	1	1	2
2. GDP and business cycle	Fall 05	1	2	1
3. Inflation	Fall 05		1	3
4. Unemployment	Fall 05		1	3
5. AD and AS	Fall 05		1	3
6. Monetary Policy	Fall 05	1		3
7. International Trade	Fall 05		1	3
8. Exchange Rates	Fall 05		1	3
9. Fiscal Policy	Fall 05			4
10. IS-LM Analysis	Fall 05			4
11. Growth Theory	Fall 05			4

2.b. "Students understand basic microeconomic concepts."

	Term	High	Medium	Low
1. Supply and Demand	Spring 06	4	1	
2. Market Equilibrium	Spring 06	1	4	
3. Elasticity	Spring 06	3	2	
4. Consumer Choice	Spring 06	2	3	
5. Production and Cost	Spring 06		2	3
6. Market Structure	Spring 06	2	1	2
7. Labor Market	Spring 06	5		
8. Regression Analysis	Spring 06	1	4	
9. Game Analysis	Spring 06	1	3	1