

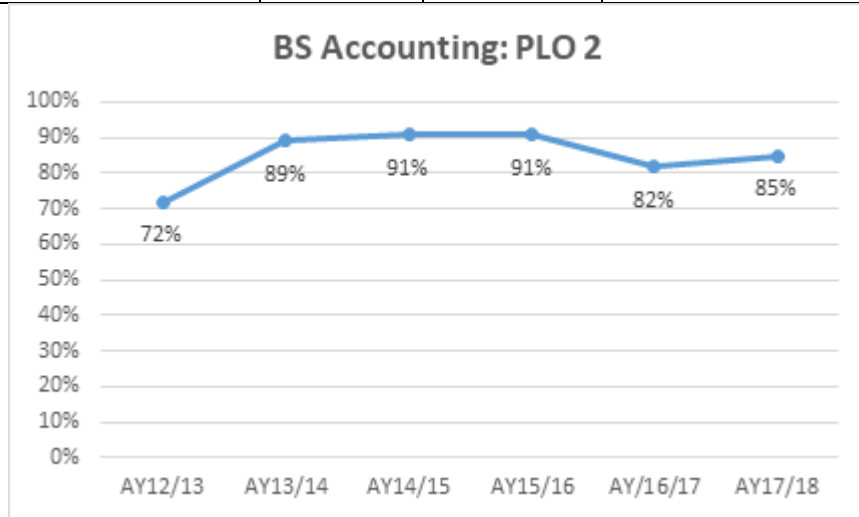
## Business Department- Undergraduate Program Assessment Reports 2018/2019

**Figure 4.2 – Assessment Report | Accounting (BS)**

<b>Program: BS Accounting</b>																			
<b>PLO 1:</b> Accounting graduates can identify and describe fundamental auditing and attestation procedures.																			
Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken	Graph/table														
At least 80% of students achieve “medium” or “high” results on assessment exam.	Exam in ACCT 3030 Intermediate Accounting (First Accounting Core Course), Direct, Formative, Internal. Exam in ACCT 4090 Accounting Seminar (Capstone Course), Direct, Formative, Summative, Internal. CPA Exam Tracking (Beginning Academic Year 2018/2019), Direct, External, Comparative.	Students realized a slight decline from the previous year	Continued focus on this objective from is maintaining the achievement in this content area.	The Accounting faculty discussed these results and we will continue to focus on this leaning objective in ACCT 4900 – Auditing and ACCT 4910 – Auditing and Professional Responsibilities. The content in this area has seen dynamic changes from year to year. The faculty discussed using current cases to ensure that students are keeping up with the current content.	See below														
<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center; margin: 0;"><b>BS Accounting: PLO 1</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Academic Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>AY12/13</td> <td>78%</td> </tr> <tr> <td>AY13/14</td> <td>72%</td> </tr> <tr> <td>AY14/15</td> <td>89%</td> </tr> <tr> <td>AY15/16</td> <td>91%</td> </tr> <tr> <td>AY16/17</td> <td>91%</td> </tr> <tr> <td>AY17/18</td> <td>85%</td> </tr> </tbody> </table> </div>						Academic Year	Percentage	AY12/13	78%	AY13/14	72%	AY14/15	89%	AY15/16	91%	AY16/17	91%	AY17/18	85%
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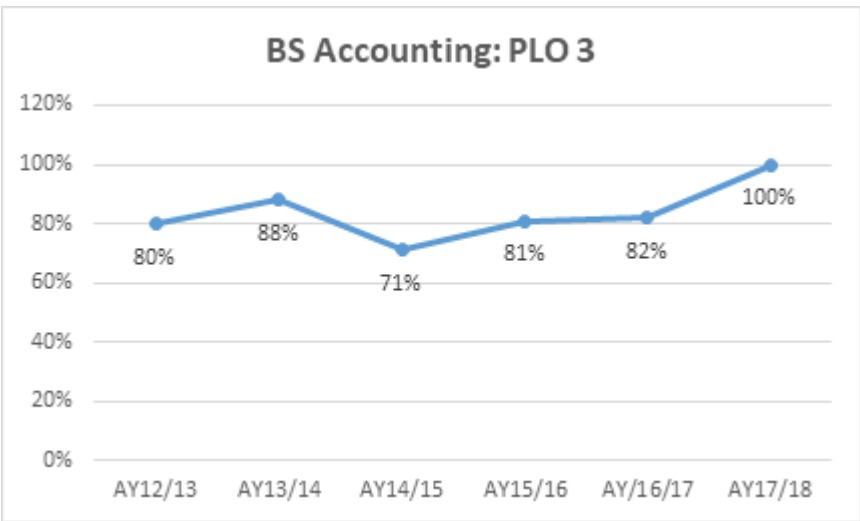
**PLO 2: Accounting graduates can interpret and apply advanced financial accounting and reporting concepts and procedures.**

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken	Graph/table
At least 80% of students achieve "medium" or "high" results on assessment exam	Exam in ACCT 4090 Accounting Seminar (Capstone Course), Direct, Formative, Summative, Internal	Students realized a slight rebound from the prior academic year in this content area	This is the third year for the instructor teaching the ACCT 4100 – Advanced Financial Accounting day course. We will monitor the results in the following academic year and see if the results are just a temporary anomaly	The Accounting faculty discussed these results and we will continue to monitor the results assessment for the next academic. We have recently added a new course to our accounting core ACCT 4930 – Introduction to Internal and Information Technology Auditing. As we fine tune this course, we expect the outcome. performances to increase.	



**PLO 3: Accounting graduates can identify and assess the current legal and regulatory environment of business.**

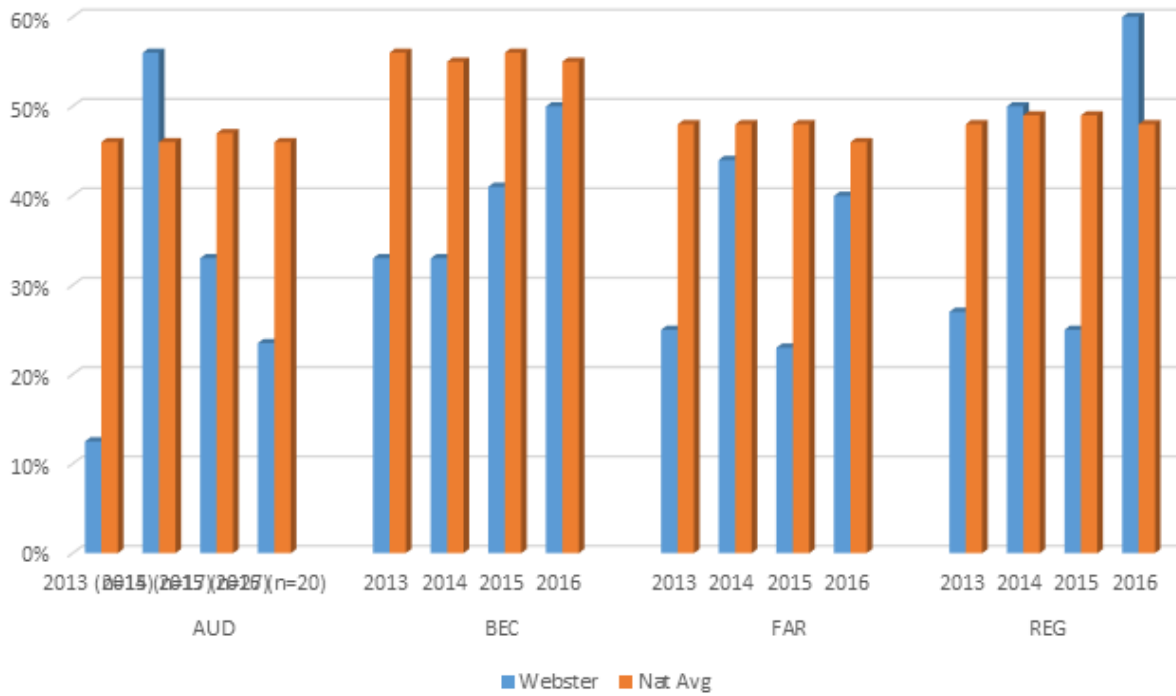
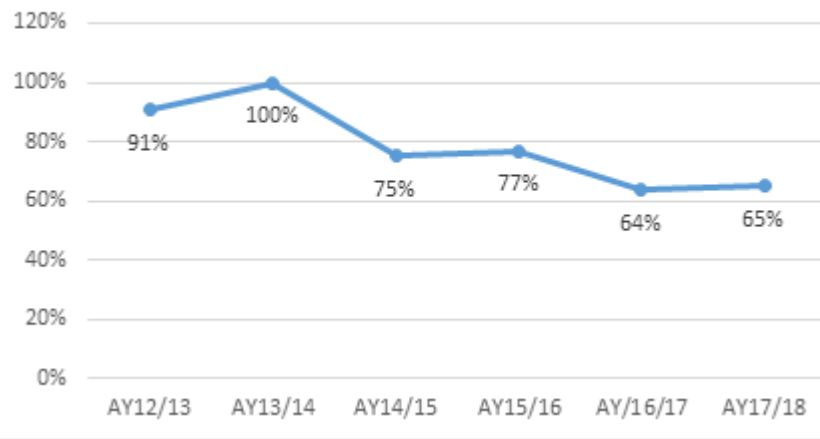
Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken	Graph/table
At least 80% of students achieve "medium" or "high" results on assessment exam.	Exam in ACCT 4090 Accounting Seminar (Capstone Course), Direct, Formative, Summative, Internal	Students continued their rebound in from the 15/16 AY academic after a decline in the prior years.	The results have been positive for this learning outcome since the Accounting Group changed the structure of the Business Law Course from a single course only offered to accounting students to a more comprehensive course required by all business majors	We have also focused on an increase in coverage for this learning objective in ACCT 4990 – Accounting Seminar.	



**PLO 4: Accounting graduates can assess and compare general business environment concepts.**

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken	Graph/table
At least 80% of students achieve "medium" or "high" results on assessment exam.	Exam in ACCT 4090 Accounting Seminar (Capstone Course), Direct, Formative, Summative, Internal	Students had a significant decline from the 15/16 AY that has continued through the 17/18 AY after peaking in the 13/14 AY. The results from the last four years are below expectations.	Most of this content is taught in business courses outside of our department and not in the accounting core.	We are currently revising learning outcomes in our business programs that should address many of the student's performance outcomes	

### BS Accounting: PLO 4



**Figure 4.2 – Assessment Report | Business Administration (BS) AY 1819**

<b>Program: BS Business Administration</b>				
<b>PLO 1: Students use information, analytical tools and problem-solving skills to make well-reasoned business decisions, considering both quantitative factors and qualitative factors such as ethical considerations.</b>				
<b>Goal</b>	<b>Process/Measurement instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken</b>
Above comparable ACBSP schools results. Percent change in Inbound/Outbound Exam results.	Exam in BUSN3500 and BUSN 4500 . Direct, internal, formative. Peregrine Assessment tools for inbound and outbound students. Capsim Exam and Simulation. Direct, External, summative, comparative	For the current year, the overall results of the metric (Percentage change in Inb/Outb exam) for the overall results of the exam was 37.82%. The metric considers both qualitative and quantitative factors included in the exam and the ethical considerations. Business Ethics results show a 38.49% change. Both of those results were much higher than the one's obtained by other ACBSP schools (29.5% and 30.24% respectively).	Most of the areas from the exam are consistent with the goal. Nevertheless there are some areas that require some attention: <ol style="list-style-type: none"> <li>1. Business leadership</li> <li>2. Macroeconomics</li> <li>3. Quantitative Research and Statistics</li> </ol> In all of these areas, our results were lower than the peer group. As we analyze the details from the Peregrine systems results and those specific areas we can observe specific areas that were weak.  Business Leadership: Employee Motivation and Models of Leadership Macroeconomics: Employment and Labor supply and Interest Rates, Investment and Fiscal Policy Quantitative Research and Statistics: Type I and Type II errors	The action plan to address the problem areas is to contact the coordinator for each of those courses and explain the weak results in those specific areas. A specific action plan will be required from the coordinator so that those weaknesses will be overcome. The results will also be shared with the program chair.

**PLO 2:** Students can develop strategies addressing the legal, ethical, economic and global environment in which the enterprise operates.

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken Graph/table
Above comparable ACBSP schools results. Percent change in Inbound/Outbound Exam results.	Peregrine Assessment tools for inbound and outbound students	For assessment of this we used the legal environment of business, the Global Dimension of Business, the economics related areas and the global dimensions sections of the exam. We also used the final exam results from the BUSN3500 and BUSN4500 final exams that are related with this specific program level outcome. For all of those areas, the results from the peregrine exam were above the peer group change except for the Macroeconomics section. (26.6% change for both).	As with the previous learning outcome, there were specific areas within macroeconomics that were particularly weak: Macroeconomics: Employment and Labor supply and Interest Rates, Investment and Fiscal Policy  As I reviewed the specific of the rest of the topics within each area, no area was weak in Legal. In Ethics, the area of discrimination was the only one that was close to the ACBSP average. No problems in the global perspective I will contact the BUSN 3500 instructor to discuss the results of the peregrine exam. Expected updating of the syllabus to emphasize this topic could be adequate to address the issue.	I will contact the BUSN 3500 instructor to discuss the results of the peregrine exam. Expected updating of the syllabus to emphasize this topic could be adequate to address the issue.

**PLO 3:** Student will have a working knowledge in a set of analytical business tools related to: math, statistics, accounting, economics, marketing, finance and behavioral science.

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken Graph/table
Above comparable ACBSP schools result. Percent change in Inbound/Outbound Exam results.	Peregrine Assessment tools for inbound and outbound students	Difference between Webster percent change In/Out bounds and ACBSP schools  Math (Quantitative research) -0.68% Statistics -0.68% Accounting 8.41% Economics Macro 0.03 Micro 30.12% Marketing 9.16% Finance 3.11% Behavioral Science 4.44%  Math and Statistics and Macro are the only areas that require additional analysis.	As we analyze the specific topics within statistics, the most relevant areas of weakness are:  Descriptive Statistics Type I and type II errors	I will contact the relevant instructors to discuss the results of the peregrine exam. Expected updating of the syllabus to emphasize this topic could be adequate to address the issue.

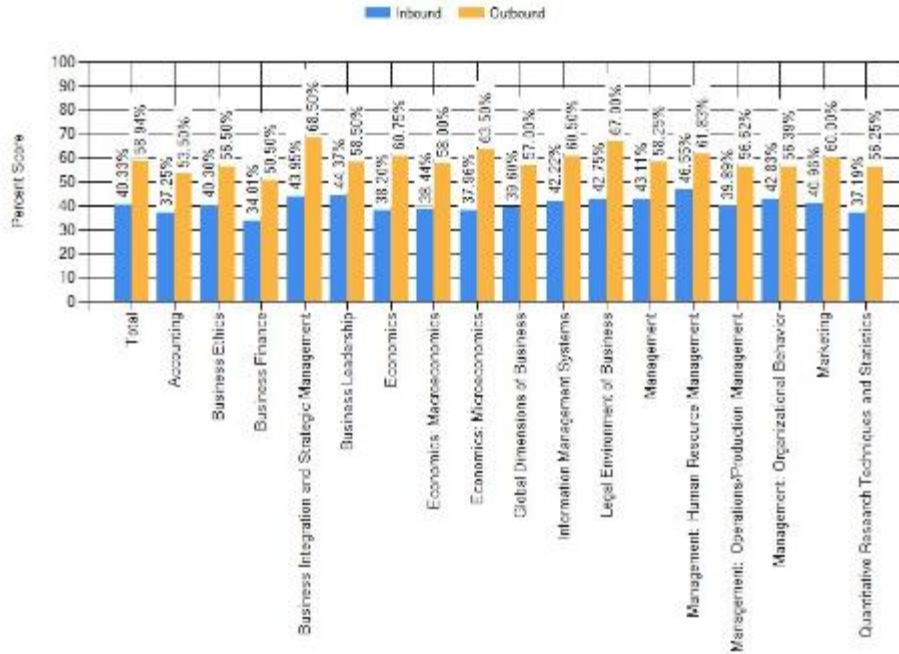
**PLO 4:** Students can apply business core concepts, principles and analytical skills across functional lines.

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken Graph/table
Above comparable ACBSP schools results. Percent change in Inbound/Outbound Exam results.	For this specific PLO, we will use the overall results of the peregrine test. The results have been previously discussed. Also, the Business Integration area will be analyzed in detail by focusing on the specific topics within the area.	Overall exam results: 37.82% vs 29.50%  Business Integration and Strategic Management Area: 41.68% vs. 36.03%  Within the area all topics were higher. There were two whose difference was not as large as the rest.  Corporate Strategy (+5.33) Strategic Planning and Decision Making (+0.33)	The topic of strategic planning is only covered during the MNGT4990 course by using the Capsim Simulation. It looks like some fundamental topics related to strategic planning and decision making could be reinforced going beyond the simulation.	I will contact the MNGT4990 instructor to discuss the results of the peregrine exam. Expected updating of the syllabus to emphasize this topic could be adequate to address the issue. An idea will be to add some specific lecture time on strategy while working on the simulation.

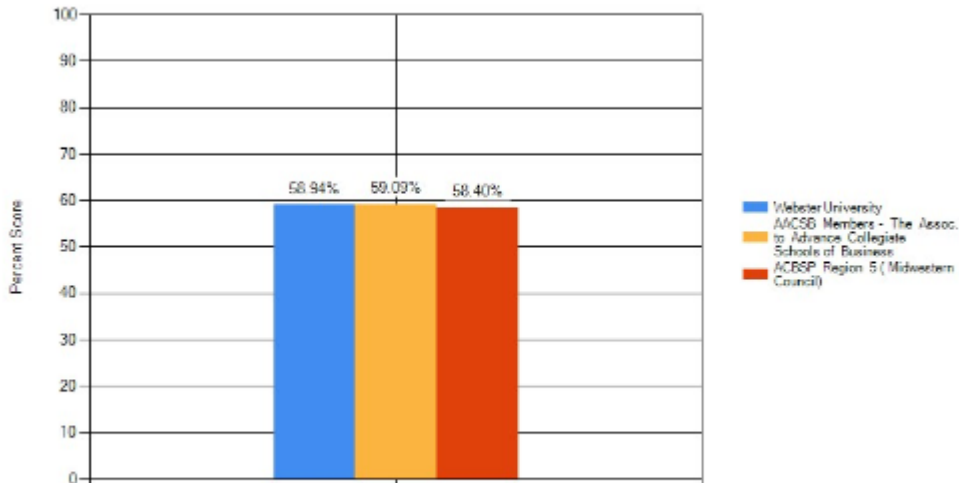
**PLO 5:** Students can access, develop and use information to analyze business problems and propose feasible solutions.

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken Graph/table
Above comparable ACBSP schools results. Percent change in Inbound/Outbound Exam results	To assess the PLO we will use the information Management Systems part of the Peregrine Exam.	Our student results were 38.79% vs. 25.91% from the ACBSP group. Within the specific topics of this area the area of DATA and INFORMATION was below the peer group results.	The course BUSN 3850 Enterprise Systems** (3 hours) has been part of the business core for the last couple of years. Despite that the course is related to technology, specific data topics may be only partially covered.	The current BUSINESS CORE component of the program is under review. Specific new program areas are going to be included. These areas include SOCIAL, Cybersecurity, DATA, AI and similar topics. As we move forward in the development of the NEW core, the topic of data analysis will be a very relevant focus of the proposal.

## Comparison of Inbound Exam Results with Outbound Exam Results



## Outbound Exam Total Results Compared to the Different Aggregate Pools



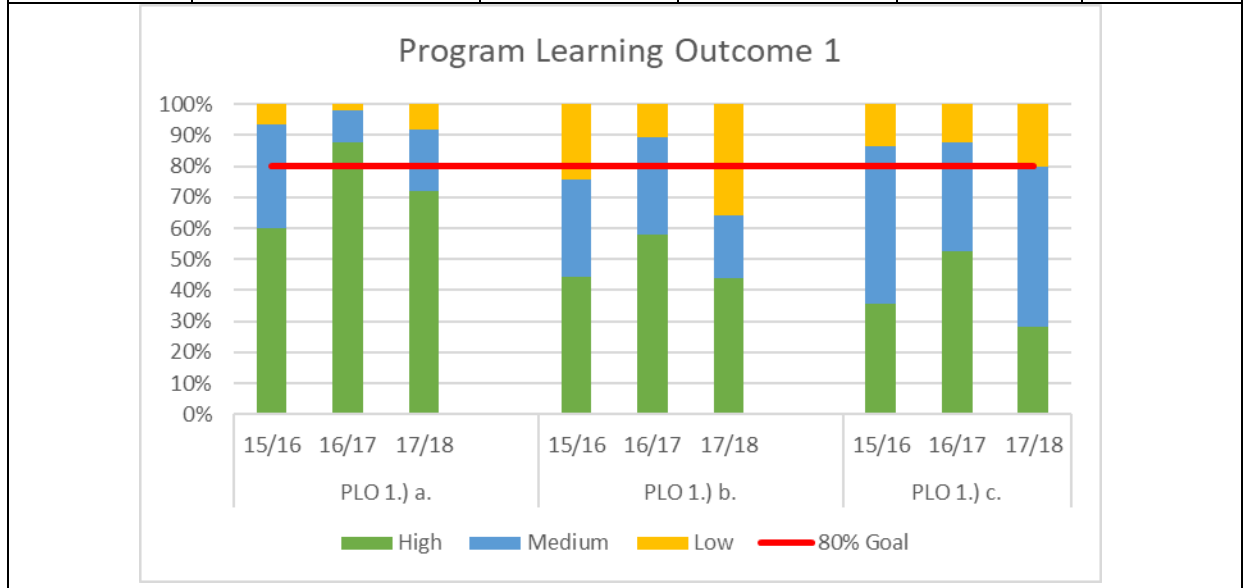
-0.15% Difference with the AACSB Members - The Assoc. to Advance Collegiate Schools of Business Aggregate

0.54% Difference with the ACBSP Region 5 (Midwestern Council) Aggregate



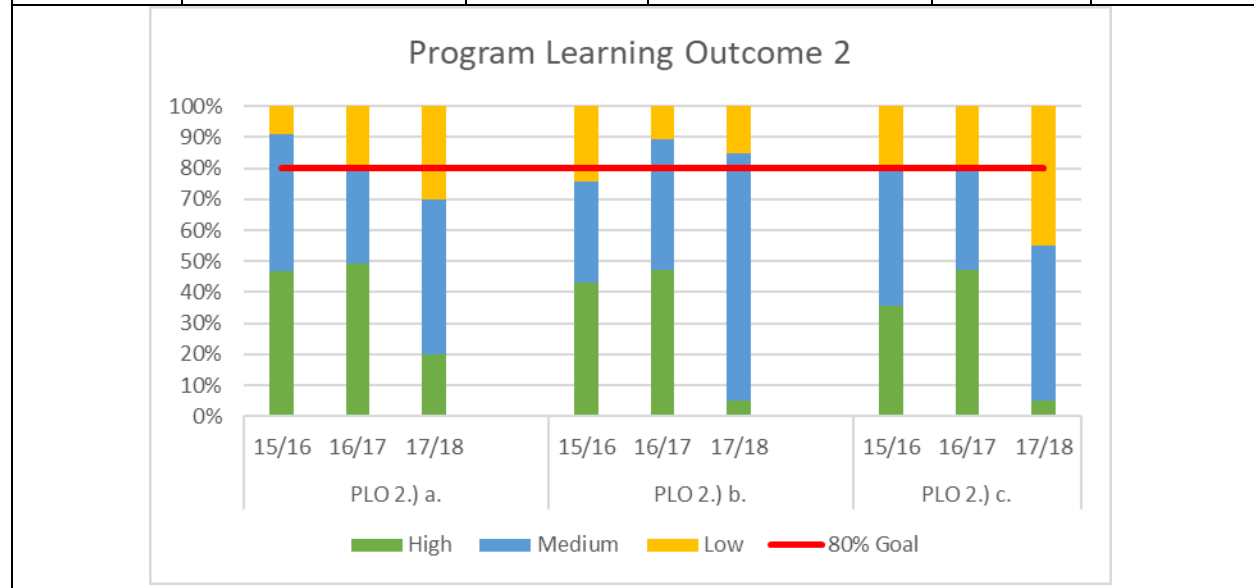
Figure 4.2 – Assessment Report | Finance (BS) AY 1718

Program: BS Finance					
PLO 1: Students can apply time value of money techniques to security valuation.					
Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken	Graph/table
At least 80% of students achieve "medium" or "high" results on assessment exam.	Multiple choice test in three required upper-level finance courses. Direct, formative, internal.	See below	Learning outcome 1a: "Students can solve time value of money problems" has shown consistently strong results. We have also consistently met goals for learning outcome 1c: "Students can determine the value of stock." Learning outcome 1b: "Students can determine the value of fixed income securities" has only exceeded our 80% goal one of the past three years, indicating that this is an area of weakness.	Syllabi will be examined to determine to what extent this content is meant to be covered in each course. It may be the case that coverage of this content in one or more courses will need to be increased.	See below



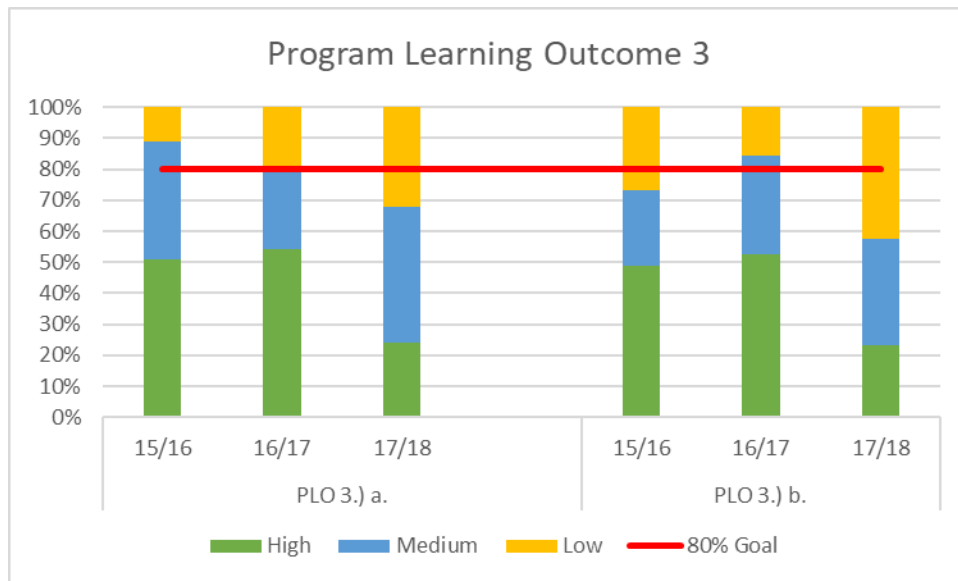
**PLO 2:** Students can evaluate the financial strength of a corporation and analyze capital budgeting decisions.

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken	Graph/table
At least 80% of students achieve “medium” or “high” results on assessment exam.	Multiple choice test in three required upper-level finance courses. Direct, formative, internal.	See graph below	Results for Learning Outcome 2 have not been consistent through time, although all three sub-outcomes have met goals two out of the three years. Results for academic year 2017/2018 are the weakest for Learning Outcome 2a: “Students can evaluate corporate projects based on NPV and IRR” and for Learning Outcome 2c: “Students can explain the impact of capital structure decisions on risk and profitability.” This may indicate that the students in this academic year were weaker than usual. Learning Outcome 2b: “Students can utilize ratio analysis to assess an organization’s financial condition” has met the 80% goal for each of the last two years, and was very close (76%) in 2015/2016.	No action taken at this time. Academic year 2018/2019 results will be analyzed to determine if the poor results in 2017/2018 were an anomaly or part of a trend. It the most recent results were outliers, then changes to the program should not be based on them.	



**PLO 3:** Students can understand the risk-return relationship and can estimate appropriate rates of return.

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken
At least 80% of students achieve “medium” or “high” results on assessment exam.	Multiple choice test in three required upper-level finance courses. Direct, formative, internal.	See graph below	Learning Outcome 3a: “Students can identify determinants of interest rates and specify how they affect required returns of securities” has seen weakening results over the last three years, resulting in not meeting the 80% goal in the most recent year. Learning Outcome 3b: “Students can estimate required rate of return” has met the 80% goal one of the past three years.	Required rates of return are covered extensively in multiple courses, so it is surprising that these results should be so low. We will have to talk with instructors to find out if there are inconsistencies in the way the topic is addressed that may be confusing students



**PLO 4:** Students can describe the intermediation services provided by financial institutions.

Goal	Process/Measurement instrument	Current Results	Analysis of Results	Action Taken	Graph/table
At least 80% of students achieve “medium” or “high” results on assessment exam.	Multiple choice test in three required upper-level finance courses. Direct, formative, internal	See graph below	Learning Outcome 4: “Students can describe the intermediation services provided by financial institutions” has exceeded the 80% goal each of the last three years. This indicates it is an area of strength.	No actions taken at this time. Results have been strong.	See below.

### Program Learning Outcome 4

