



KELCE COLLEGE OF BUSINESS

ASSURANCE OF LEARNING

PROGRAM

2008-2013



Preface

This document provides a detailed presentation and analysis of assessment / assurance of learning activities in the Kelce College of Business during the AACSB peer review period of 2008-2013. The document highlights learning goals, measures, results, and actions that occurred during this time period.

The overriding goal of the AOL process for 2008-2013 was two-fold: First, the process should improve upon the Kelce tradition of assuring that our students are mastering knowledge and skills that are deemed to be important by the Kelce faculty and that tie to the Kelce Mission. Second, the 2008-2013 process should address the 2009 Peer Team recommendation to “streamline” the assessment process in the college.

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Kelce College of Business

Assurance of Learning Process Improvement and Response to Peer Team Recommendation

At the conclusion of the previous Peer Team Review, the Kelce College received the following recommendation:

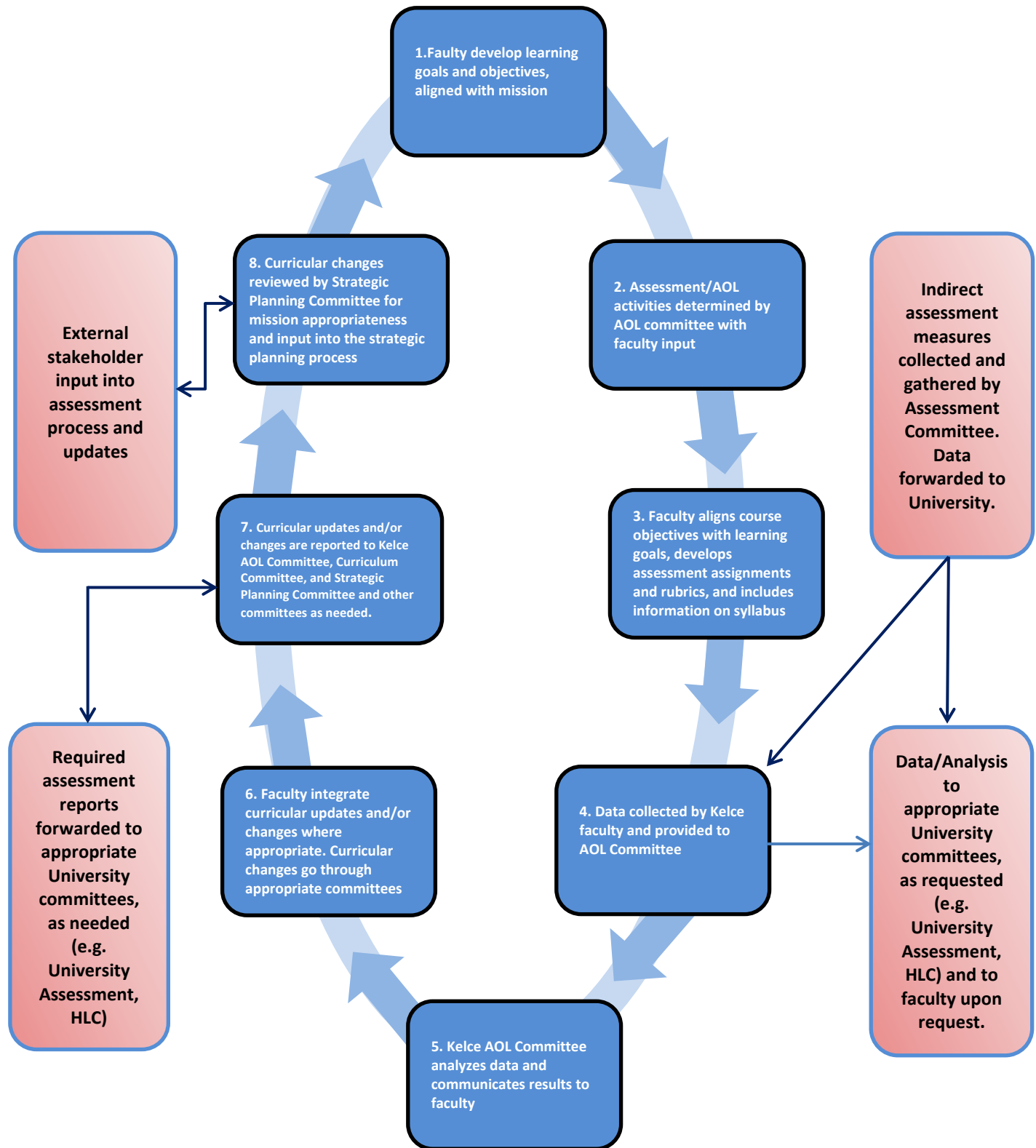
“The Committee recommends that the College streamline its assessments activities and continues to make improvements based on these activities.”

AOL Process Improvement

The College responded to this recommendation by developing an AOL process that is: more focused, has few learning goals and objectives, includes the input from several stakeholders, and leads to actionable items that generate curriculum improvement.

The assurance of learning program in the Kelce College of Business centers on learning goals and objectives that are determined by the faculty and that are in alignment with the Kelce mission. The focus of the program is continual improvement for the College. Learning goals are assessed through both in-class activities and a nationally-recognized comprehensive business exam, the Major Field Test (ETS). Results are measured against expectations and analyzed by both faculty and AOL committee members. Changes to course delivery and/or curriculum are based on the results obtained. Any changes to the curriculum and/or updates are reported to, and implemented with the cooperation of, the Kelce Assurance of Learning Committee, the Kelce Curriculum Committee, and the Strategic Planning Committee. Feedback is gathered from the Kelce Board of Advisors, when applicable.

The streamlined AOL process has resulted in an improved AOL process that has allowed the faculty to close the AOL loop by measuring, improving, and re-measuring learning goals while including data and input from numerous sources and stakeholders.



Kelce College of Business Assurance of Learning Cycle 2008-2013

LEARNING GOALS AND MISSION APPROPRIATENESS

The learning goals in the Kelce College of Business are directly tied to the mission statement:

Kelce Mission (2009 – 2013). “The mission of the College of Business is to support Pittsburg State University by providing undergraduate and graduate programs in business. The college provides educational opportunities primarily to students from southeast Kansas and adjacent regions, as well as to students from other countries. The primary emphasis in the college is on undergraduate degree programs. The college fulfills the responsibilities of teaching, intellectual contributions, and service. Applications of knowledge is [sic] emphasized in each of these areas. The teaching of students is of primary importance. Intellectual contributions, which enhance teaching, professional development and service are also important.”

Updated Kelce Mission (2013 - present). “The Kelce College of Business prepares future business professionals within a student-focused environment by empowering students from diverse backgrounds to succeed within the global business community. We provide a foundation for life-long learning and a spirit of engagement by delivering affordable, high-value undergraduate and graduate business education programs. We accomplish this through small classes, committed faculty, scholarship, and community outreach.”

It is the belief of the Kelce faculty that to be a successful business professional, one must be able to effectively communicate, be able to identify and analyze business issues in an ethical manner, be able to think analytically and be an effective problem solver, and have a solid understanding of the functional areas of business. These general areas comprise the four learning goals in the BBA and MBA programs. Each learning goal is defined in terms of specific objectives.

BBA LEARNING GOALS AND OBJECTIVES

Goal 1: Our graduates will be effective communicators.

- Objective 1:* Our graduates will be able to effectively write on a business subject in a professional manner.
- Objective 2:* Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner.

Goal 2: Our graduates will be able to identify and analyze ethical issues.

- Objective 1:* Our graduates will be able to identify ethical issues and formulate potential resolutions.

Goal 3: Our graduates will be able to think analytically and to be effective problem-solvers.

- Objective 1:* Our graduates will be able to analyze information and demonstrate effective problem solving skills

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

- Objective 1:* Our graduates will exhibit proficiencies in accounting, economics, finance, information systems, management, marketing and the global nature of business.
- Objective 2:* Our graduates will exhibit proficiencies in his/her major field.

MBA LEARNING GOALS AND OBJECTIVES

Goal 1: Our graduates will be effective communicators.

Objective 1: Our graduates will be able to demonstrate effective writing skills.

Objective 2: Our graduates will be able to demonstrate effective oral communication skills.

Goal 2: Our graduates will be able to analyze factors that influence the organization.

Objective 1: Our graduates will be able to develop a comprehensive strategic plan.

Goal 3: Our graduates will have an understanding of effective leadership skills.

Objective 1: Our graduates will understand how to effectively lead a team.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 1: Ethical responsibilities in organizations and society.

Objective 2: Legal responsibilities in organizations and society.

Objective 3: Financial theories, analysis, reporting and markets.

Objective 4: Creation of value through the integrated production and distribution of goods, services and information.

Objective 5: Quantitative business analysis as it supports decision-making processes.

Objective 6: Domestic and global economic environments.

Objective 7: Our students will have an understanding of how accounting controls may be integrated in a system of management controls.

BBA ASSURANCE OF LEARNING, CURRICULUM ALIGNMENT AND SCHEDULE

The Kelce Undergraduate learning goals and objectives are aligned with specific courses and are assessed according to a formalized schedule. As a key component of continual improvement, the focus of the AOL program is on assessing results pertaining to each learning goal, taking action when deemed necessary, and measuring the impact of the actions.

Assurance Maturity. Each learning goal in the Kelce College of Business BBA program has been assessed multiple times over the past five year period, with curricular updates resulting with the objective of “closing the AOL loop”. A response to the AACSB recommendation to streamline the Kelce assessment process was the college-wide adoption of the LiveText assessment tool. This tool was put into practice during the 2009-2010 academic term. This software package, along with other measures (e.g., presentations, embedded test questions, MFT exam, etc.) provided the main source of direct assessment data within the College.

AOL Schedule. The schedule below shows the assessment data collection for the direct measures pertaining to each learning goal. The results of the assessment activities are presented on the following pages.

Kelce Undergraduate Assessment Plan

Goal/ Objective	Content	Course	Tool	SP 10	FA 10	SP 11	FA 11	Sp 12	Fa 12	Sp 13
1.1	Written Communication	MGMT 645	Case Study	✓		✓		✓		✓
1.2	Oral Communication	MGMKT 629, FIN 621, MGMKT 631, ECON 665, ACCT 420, CIS 640	Oral Presentation	✓		✓	✓	✓		✓
2.1	Ethics	MGMKT 444	Essay	✓		✓		✓		✓
3.1	Analysis/ Problem Solving	MGMKT 645	GLO-GUS and Business Simulation					✓	✓	✓
4.1 Business Proficiencies	Finance	FIN 326	Ran and Return Project and MFT	✓		✓		✓		✓
	Information System	CIS 420	Project and MFT	✓	✓	✓	✓	✓		
	Management	MGMKT 327	Paper and MFT			✓		✓		✓
	Marketing	MGMKT 330	Paper and MFT			✓		✓		✓
	Accounting	ACCTG 420	Project and MFT					✓		✓
	Global Issues	MGMKT 439	Paper and MFT			✓		✓		✓
	Economics	MFT	MFT	✓		✓		✓		✓
4.2	All areas	MGMKT 645	MFT	✓		✓		✓		✓

Benchmarking and continual improvement: It is the belief of the faculty that in order to continually improve, faculty members must track the progress of their students relating to learning goal achievement and strive to improve student learning each year. Accordingly, each year's assessment results are measured against the previous year's results. Positive trends are expected, and actions are taken to improve student performance and/or curricular content when necessary.

The Major Field Test presents an opportunity for faculty to receive objective, externally-developed normed scores. These scores are monitored closely each year. The goal of the MFT exam administration is to ensure that students *at least* meet the minimal expectations of the faculty on the exam.

Expectations include: *one standard deviation within the national mean meets expectations, one standard deviation below the national mean falls below expectations, and one standard deviation above the national mean exceeds expectations.* Action is taken when our students' scores fall below expectations. In the spirit of continual improvement, the faculty also strive to improve scores that fall within either the "meets" or "exceeds expectations" boundaries.

Goal 1: Our graduates will be effective communicators.

Objective 1: Our graduates will be able to effectively write on a business subject in a professional manner.

Assessment Tool: Business case study in MGMKT 645 Business Strategy

GOAL	METHOD	TERM
1.1 Our graduates will be able to effectively write on a business subject in a professional method.	Case Study in MGMKT 645	SP 10, SP 11, SP 12, SP 13
INITIAL FINDINGS – DIRECT MEASURES	ACTION	RESULTS
Student performance has been positive and this goal is being met. Regarding content, the lowest scores are generally found in “SWOT analysis” and “strategic issues”.	Upon review of the results, and with consultation with the members of the AOL committee, Dr. Box continued to emphasize the importance of effective written communication in business. He continued to emphasize the role of the PSU Writing Center and recommended that students seek help from the Center. Dr. Horner changed the format of assignment in SP '13 to include an analysis of a Fortune 500 company. The AOL Committee forwards the recommendation to the Dean that a Business Communication task force considers effective writing ability as part of the proposed Business Communications curriculum.	Student performance continued to improve, as 90% of students earned grades at the highest level for writing quality in SP '12, as compared to 38% in SP '11 and 2% in SP '10. Students generally are able to conform to APA guidelines and showed considerable improvement over Fall 2012. Students are generally careful writers, although common grammatical errors typical of college students (subject/predicate agreement in tense, number, person) occasionally appear. Results from the assignment in SP '13 revealed that student performance on “SWOT analysis” and “strategic issues” was relatively strong. However, students had some difficulty citing sources properly and failing to consult enough background information. More importantly, students show a need to improve upon critical thinking as it relates to evaluating the reliability and validity of external sources.
Indirect measures: Communication skills ratings from alumni, fourth year students, and employers have been positive over the review period, and they have ranked highly in importance by employers.		

Summary: Results indicate that student’s writing quality is at an acceptable level and that progress has been made on this regularly monitored goal. Writing quality issues may be addressed in the prospective “Business Communications” course that is currently under consideration. This goal will continue to be monitored.

Goal 1: Our graduates will be effective communicators.

Objective 2: Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner.

Assessment Tools: Oral presentations in: MGMKT 629 Human Resources Management; ECON 665 Seminar in Economics; FIN 621 Investments; MGMKT 631 Advanced Marketing Management; ACCTG 420 Information Technology/Accounting Systems; MGMKT 439 International Business

GOAL	METHOD	TERM
1.1 Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner	Oral presentations across the curriculum	SP 10, SP 11, FA 11, SP 12, SP 13
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Results have been consistently strong across semesters assessed. The vast majority of students have earned at least “meets expectations” ratings across sections and semesters. Slightly lower results were found in MGMKT 631 during the SP 10 semester.	The AOL Committee forwards the recommendation to the Dean that a Business Communication task force considers effective writing ability as part of the proposed Business Communications curriculum. In the interim, faculty will content to stress the importance of effective oral communication in business today.	Progress is continually monitored each semester.
Indirect measures: As noted in LO1:1, communication skills ratings from alumni, fourth year students, and employers have been positive over the review period, and they have ranked highly in importance by employers.		

Summary: Results indicate that, like writing quality, oral presentation skills are acceptable in the Kelce College. However, improvements can be made and progress will be monitored, including specific changes that occur from the prospective “Business Communications” course. This goal will continue to be monitored.

Goal 2: Our graduates will be able to identify and analyze ethical issues.

Objective 1: Our graduates will be able to identify ethical issues and formulate potential resolutions.

Assessment Tool: Essay dealing with business ethics in all MGMKT 444 Legal and Social Environment of Business classes

GOAL	METHOD	TERM
2.1 Ethical Issues identification and resolution: Our graduates will be able to identify ethical issues and formulate potential resolutions	Essay in MGMKT 444	SP 10, SP 11, SP 12, SP 13
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Results indicate that students have consistently performed extremely well in 4 of the 5 areas of the Business Ethics Rubric (Recognition, Knowledge, Analysis and Action).	To help students improve in the area of Authority and Assignment, in SP 13 a request will be made of the PSU Writing Center that it have a speaker address each section of L&S classes about this area in order to improve performance. (SP 13)	Student performance improved, most importantly, in the “recognition” and “action” elements of the assignment. Performance also improved on “authority and assignment” Ethical issues will continue to be emphasized in the Legal and Social course.
Indirect measures: Ethical issues were ranked as the second most important topic by employers over the review period and satisfaction ratings from this group were high as well (avg. 6.04). Ratings were also high from fourth year students and alumni.		

Summary: Ethical decision making continues to play an important role in business today. Kelce students have shown the ability to identify ethical issues and formulate resolutions to ethical problems. The MGMKT 444 course continues to emphasize these skills and results have improved for the “recognition” and “action” elements of the assignment. This goal will be continually monitored.

Goal 3: Our graduates will be able to think analytically and to be effective problem-solvers.

Objective 1 Our graduates will be able to analyze information and demonstrate effective problem solving skills

Assessment Tool: Simulation game in MGMKT 645 Business Strategy

GOAL	METHOD	TERM
3.1 Problem solving: Our graduates will be able to analyze information and demonstrate effective problem solving skills	GLO-BUS simulation and business strategy simulation game in MGMKT 645	SP 12, FA 12, SP 13
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Scores on the strategic management portion (strategic integration problem solving) of the simulation were consistent across SP and FA semesters, with an average of 53.	Dr. Horner will include a new project in MGMKT 645 in SP 13 that will improve upon problem solving skills and include a SWOT analysis.	Results from the new project revealed that student performance on effectively solving strategic problems was generally strong, but this skill will need to continue to be monitored. Students need additional work at properly applying the SWOT framework. Students are generally able to clearly distinguish between external and internal characteristics. However, students typically confuse strategic alternatives and opportunities typically conflating the two concepts by describing opportunities as actions the firm might take rather than as external conditions the firm must face. Dr. Horner plans to continue using the new project and monitor problem solving skills, particularly as they relate to strategic management.

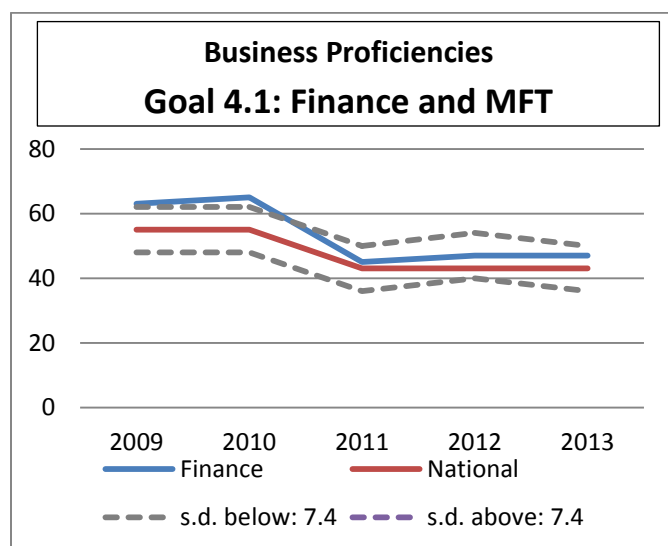
Summary: SWOT analysis continues to be an issue that will be addressed and closely monitored in future assessments. Although the results have improved, there remains additional room for improvement.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business

Objective 1: Our graduates will exhibit proficiencies in Finance.

Assessment Tools: Risk and Return project in FIN 326 Business Finance and MFT

GOAL	METHOD	TERM
4.1 Business Proficiencies -FINANCE	Risk and Return Project in FIN 326 and MFT Exam	SP 10, SP 11, SP 12, SP 13
FINDING	ACTION	RESULTS
Results have improved since original assessment. Two areas of potential improvement are “recommendations” and “summary”; Initial problems with “risk aversion” and “security market (SP10); and concerns with “diversification, firm, market, and total risk” in SP11 and SP 12.	The issues identified have continued to be emphasized in class.	Results have remained fairly consistent across the periods assessed. On average, 80% of students have scored above the “C” level across the indicators although results have not shown consistent improvement. The MFT results have been satisfactory over this time period, with all results falling at least within the “meets expectations” range.



	2009	2010	2011	2012	2013
Finance	63	65	45	47	47
National	55	55	43	43	43

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

MFT - Finance results have been within the area expected over the years assessed. In 2010, our students scored above expectations, or above one standard deviation from the national mean. The test was changed in 2011, which explains the dip in both the Kelce and national scores. It is worth noting that Kelce students scored above the national average for each year assessed.

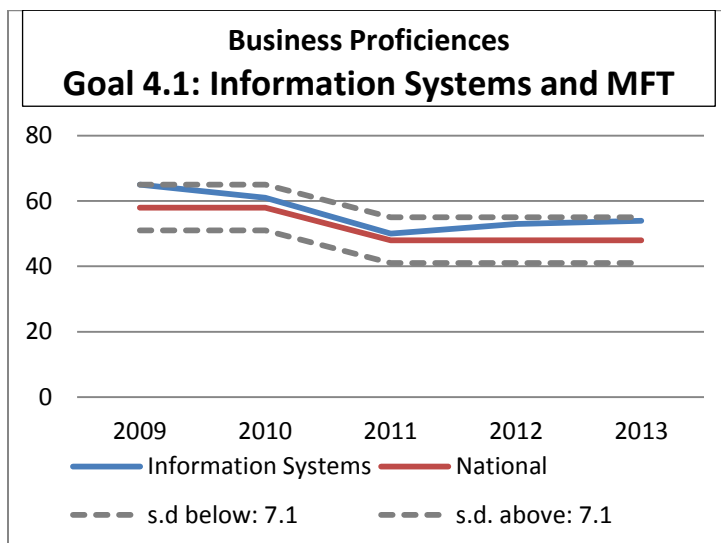
Summary: Overall, the Risk and Return Project results, when combined with the MFT data, indicate that Kelce students are learning the fundamentals of business finance and that this goal is being met.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1: Our graduates will exhibit proficiencies in Information Systems.

Assessment Tools: Data Base project in CIS 420 Management Information Systems and MFT

GOAL	METHOD	TERM
Business Proficiencies – Information Systems	Database project in CIS 420 and MFT Exam. The decision support system project requires the students to use excel to create a system that would help in decision making. It involves using Excel tools, beyond the basic ones, to organize and analyze data into a form that will be of value in determining an appropriate course of action.	SP 10; FA 10; SP 11; FA 11; SP 12
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Student performance has been strong over the terms assessed, with the majority of students performing in the “A” range.	The course continues to emphasize the role of decision support systems using various tools such as Excel.	Results have improved over the years assessed. This goal will be continually monitored.
Indirect measures (technological issues):		



	2009	2010	2011	2012	2013
Information Systems	65	61	50	53	54
National	58	58	48	48	48

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

MFT - Information systems results have been within the area expected over the years assessed. In two of the years, the student average was at the 7.1 standard deviations above the mean point. It is worth noting that Kelce students scored above the national average for each year assessed.

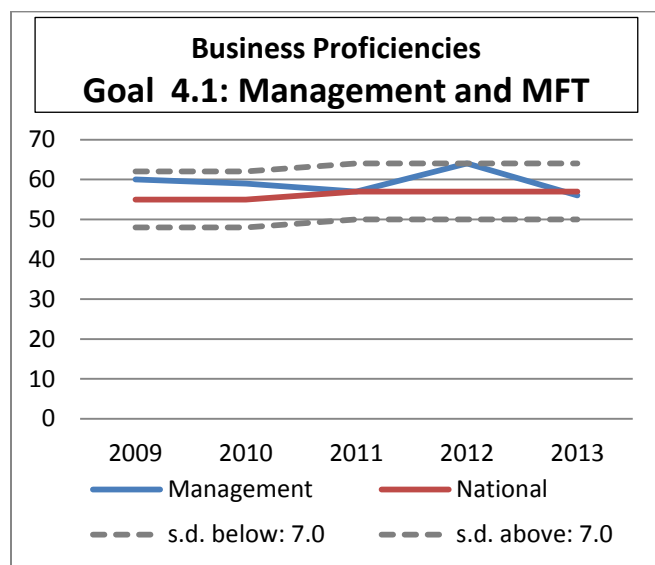
Summary: Overall, the data suggest that Kelce students are performing well with information systems skills. The MFT results are particularly encouraging. This goal will be continually monitored.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business

Objective 1: Our graduates will exhibit proficiencies in Management.

Assessment Tools: Management paper in MGMKT 327 Organizational Theory and Behavior and MFT

GOAL	METHOD	TERM
Business Proficiencies -Management	Paper in MGMKT 327 and MFT Exam	SP 11, SP 12, SP 13
FINDING	ACTION	RESULTS
Results indicate that approximately 70% of students scored at least at the "B" level for content during the initial (Fall 2011) evaluations period.	Drs. Fischer, Baack, and Ahsan renewed focus on management approaches in the class periods as it pertains to organizational analysis.	Results improved during Spring 2012, with 71% of students performing at the "B", or higher, level before dipping to 40% in Spring 2013. This goal will continue to be monitored as an integral part of the MGMKT 327 course.



	2009	2010	2011	2012	2013
Management	60	59	57	64	56
National	55	55	57	57	57

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

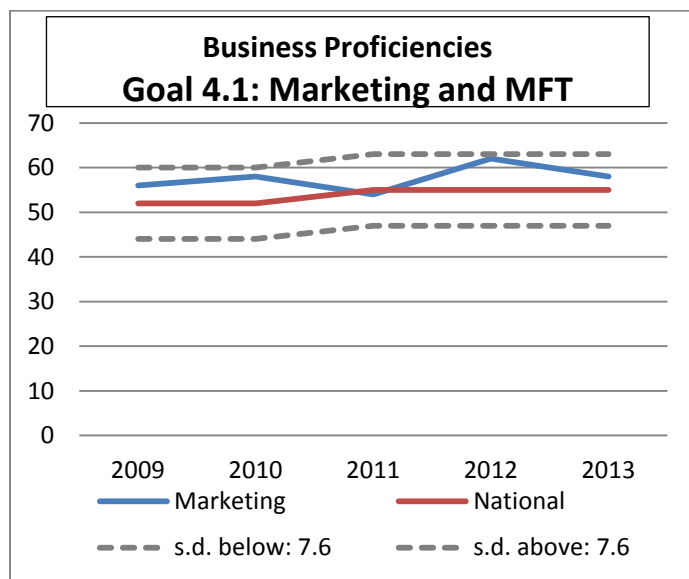
Summary: Management results have been within the area expected over the years assessed, and in most all cases the scores have been above the national mean. A slight dip in scores for 2013 may be attributed to faculty changes that occurred during the 2012-2013 year when we had a change in MGMT faculty and a phased-retirement situation with a senior faculty member. We will continue to monitor progress in this area now that stability has been restored. Overall, the results for the MGMT assessment are considered to be positive.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business

Objective 1: Our graduates will exhibit proficiencies in Marketing.

Assessment Tools: Paper on the four P's of Marketing in MGMKT 330 Basic Marketing and MFT

GOAL	METHOD	TERM
Business Proficiencies -MKTG	Paper in MGMKT 330 and MFT Exam	SP 11, SP 12, SP 13
FINDING	ACTION	RESULTS
Results consistently revealed in Spring 2011 and Spring 2012 that students are doing well across all areas assessed. The majority of students performed at the level of "B" or higher across assessment periods	After achieving favorable results, faculty decided to include "triple bottom line" class coverage in Spring 2013 (marketing strategy impact on the environment, society, and financial bottom-line) and include an assessment indicator in the rubric for the semester.	Scores for marketing recommendations improved slightly after the change to the content was added (77% at "B" level, or higher, vs. 71% in Spring 2012). The assignment and course content will continue in upcoming semesters, with increased focus on the triple bottom line.



	2009	2010	2011	2012	2013
Marketing	56	58	54	62	58
National	52	52	55	55	55

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

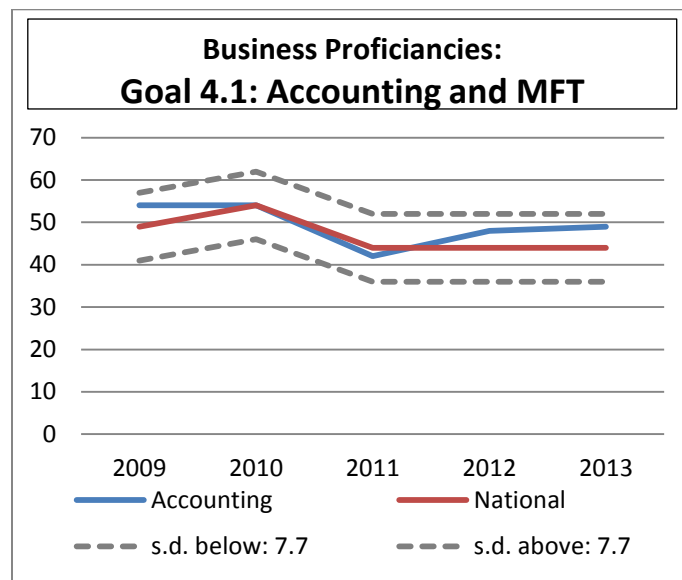
Summary: Marketing results have been within the area expected over the years assessed, and in most cases the scores have been above the national mean. The scores did drop slightly below the national mean in 2011, but rebounded in 2012 and 2013. In all cases, the scores have been within the expected area. The MKTG results are considered to be positive, and this goal will be continually monitored.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1: Our graduates will exhibit proficiencies in Accounting.

Assessment Tools: Project in ACCT 420 and MFT – Accounting

GOAL	METHOD	TERM
Business Proficiencies -ACCT	Project in ACCT 420 (accounting students) and MFT Exam	SP 12, SP 13
FINDING	ACTION	RESULTS
Results from the Excel-based Accounting Cycle Project has revealed that student performance is acceptable for accounting functions such as capturing transactions, updating accounts, preparing trial balances, recording adjustments, and preparing financial statements. One area of weakness has been in the ability to close temporary accounts.	Additional emphasis has been placed on the importance of, and ability to, close temporary accounts.	Student performance has improved in this area and MFT results increased with latest administration. Results will be continually monitored.



	2009	2010	2011	2012	2013
Accounting	54	54	42	48	49
National	49	54	44	44	44

Goal:

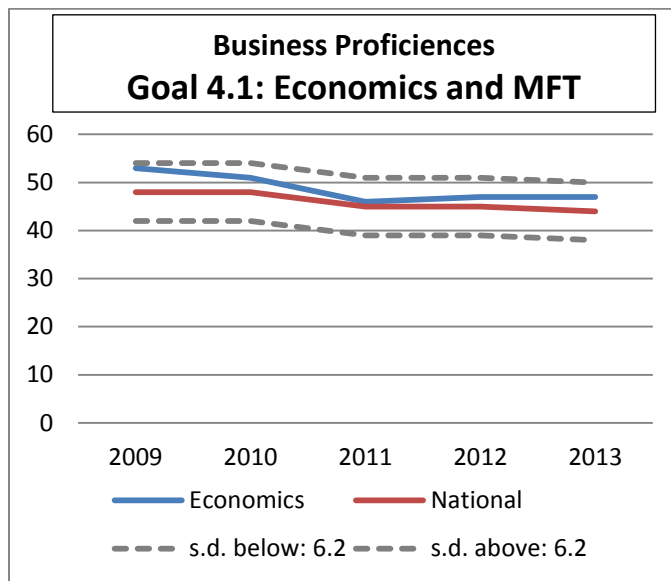
Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Accounting results have been within the area expected over the years assessed, and in all cases the scores have been above the national mean with the exception of 2011 when the test changed.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1: Our graduates will exhibit proficiencies in Economics.

Assessment Tools: Major Field Test



	2009	2010	2011	2012	2013
Economics	53	51	46	47	47
National	48	48	45	45	44

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Indirect measures (economic issues):

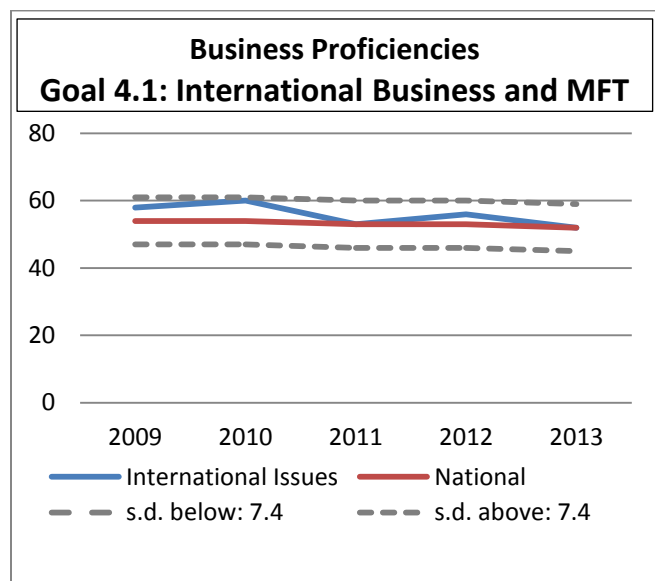
Summary: Economic results have been within the area expected over the years assessed, and in all cases the scores have been above the national mean.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1: Our graduates will exhibit proficiencies in the global nature of business.

Assessment Tools: Project in MGMKT 439 and MFT Exam

GOAL	METHOD	TERM
Business Proficiencies -IB	Paper in MGMKT 439 and MFT Exam	SP 11, SP 12, SP 13
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Results indicate 80% of student teams performed at the “exemplary” level on knowledge of international issues criterion	No changes were deemed to be necessary. Students performing well in I.B. Normal updates to class material will be implemented.	Results in SP 13 revealed that all students performed at the “competent”, or higher, level. This was an improvement over the previous two assessment results.
Indirect measures (global issues):		



	2009	2010	2011	2012	2013
Int'l Business	58	60	53	56	52
National	54	54	53	53	53

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: International Business results have been within the area expected over the years assessed, and have only recently dipped below the national average. This again may be attributed to faculty issues in the 2012-2013 academic years. We will continue to monitor progress in this area now that stability has been restored.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 2: Our graduates will exhibit proficiencies in his/her major field.

Major Field Test Results 2013

Undergraduate Students Mean Percent Correct SP 12			Spring 2013							
			Kelce Students by Major							
	Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN
1	ACCTG (mean)	15%	43.9	49.0	55.0	43.0	43.0	46.0	0.0	49.0
2	ECON (mean)	13%	44.3	47.0	44.0	43.0	51.0	45.0	0.0	47.0
3	MGMT Mean	15%	57.2	56.0	54.0	62.0	63.0	52.0	0.0	49.0
4	QUAN BUS ANALYSIS (Mean)	11%	40.6	41.0	39.0	43.0	40.0	40.0	0.0	45.0
5	FIN (Mean)	13%	42.8	47.0	46.0	45.0	46.0	45.0	0.0	59.0
6	MKTG (Mean)	13%	55.2	58.0	56.0	65.0	60.0	59.0	0.0	53.0
7	LEGAL and SOCIAL (Mean)	10%	55.6	59.0	61.0	43.0	62.0	60.0	0.0	57.0
8	IS (Mean)	10%	48.4	54.0	54.0	69.0	52.0	57.0	0.0	46.0
9	INT'L ISSUES*	0%	52.8	52.0	46.0	48.0	59.0	52.0	0.0	48.0
10	ALL AREAS (Weighted* Mean)	100%	48.5	51.3	51.1	51.6	52.1	50.2	0.0	50.6

Undergraduate Students Mean Percent Correct SP 12			Spring 2012							
			Kelce Students by Major							
	Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN
1	ACCTG (mean)	15%	44.0	48.0	60.0	49.0	42.0	40.0	41.0	58.0
2	ECON (mean)	13%	44.5	47.0	47.0	50.0	42.0	50.0	49.0	50.0
3	MGMT Mean	15%	57.3	64.0	67.0	66.0	61.0	67.0	59.0	64.0
4	QUAN BUS ANALYSIS (Mean)	11%	40.5	40.0	36.0	32.0	42.0	40.0	40.0	44.0
5	FIN (Mean)	13%	47.8	47.0	48.0	43.0	43.0	42.0	58.0	55.0
6	MKTG (Mean)	13%	55.1	62.0	62.0	63.0	61.0	64.0	70.0	58.0
7	LEGAL and SOCIAL (Mean)	10%	55.7	62.0	71.0	63.0	57.0	65.0	58.0	64.0
8	IS (Mean)	10%	48.2	53.0	56.0	60.0	50.0	55.0	69.0	49.0
9	INT'L ISSUES*	0%	52.7	56.0	55.0	56.0	52.0	56.0	65.0	59.0
10	ALL AREAS (Weighted* Mean)	100%	49.2	53.0	56.1	53.4	49.8	52.7	55.1	55.6

*The estimated % of questions from each area is taken from the Educational Testing Service website. The mean for all areas (Line 10 above) is weighted based on this percentage. International issues questions are overlapping and taken from other areas.

Yellow: Below the national average by 1% or more

Blue: Above the national average by 1% or more

Field proficiency measurements were first gathered from the Major Field Exam in Spring 2012.

Comparative Data:

Major	2013 vs. National Average				2013 vs. 2012		2013 Field Proficiency vs. Others
	2013	vs	National		2013	2012	
Accounting	55	>	44		55	60(-)	> all other majors
Economics	n.a	(fewer than 5 students were assessed)					
Management	63	>	57		63	61	> all other majors
Finance	59	>	43		59	55	> all other majors
Marketing	59	>	55		59	64	< management
Information Systems	69	>	48		69	60	> all other majors
International Business	65 (2012)	>	53		n.a.	69(-)	> all other majors

* All results, by major area, were greater than the national averages in 2013

+ An improvement in scores from 2012-2013 were noted in all areas, except Acct and I.B.

\$ All scores, by major area, were greater than scores from other students except for MKTG

Results indicate that students are performing well in their major field of study. Scores improved in three of five areas between 2012-2013, with the exception of Accounting and Marketing. This trend is being monitored closely. In both cases, these scores remain well above national averages.

MBA ASSURANCE OF LEARNING, CURRICULUM ALIGNMENT AND SCHEDULE

Assurance Maturity. Each learning goal in the Kelce College of Business MBA program has been assessed multiple times over the past five year period, with curricular updates resulting with the objective of “closing the loop”.

AOL Schedule. The schedule below shows the assessment data collection for the direct measures pertaining to each MBA learning goal. Again, the focus of the AOL program is assessing results pertaining to each learning goal, taking action when deemed necessary, and measuring the impact of the actions.

Kelce Graduate Assessment Plan

Goal/ Objective	Content	Course	Tool	SP 10	FA 10	SP 11	FA 11	Sp 12	Fa 12	Sp 13
1.1	Written Communication	MGMT 801 and MGMKT 839	External Evaluation	✓	✓	✓	✓	✓	✓	✓
1.2	Oral Communication	MGMKT 831	Oral Presentation					✓		✓
2.1	Strategic Plan	MGMKT 895	Project and MFT	✓	✓			✓		✓
3.1	Leadership	MGMKT 828	Final Exam						✓	✓
4.1	Ethics	MGMKT 830	Embedded Questions						✓	✓
4.2	Legal Responsibility	MGMKT 830	Embedded Questions						✓	✓
4.3	Finance	FIN 836	FISCAL/MFT		✓	✓		✓	✓	✓
4.4	Marketing/Value	MGMKT 839	Essay/ MFT	✓	✓		✓		✓	
4.5	Quantitative Analysis	MGMKT 826	Project						✓	✓
4.6	Domestic /Global	MGMKT 831	Paper					✓		✓
4.7	Accounting Controls	ACCTG 814	MFT	✓		✓		✓		✓

Benchmarking and continual improvement. The benchmarking and continual improvement process for the MBA mirrors the guidelines found in the BBA assessment procedure. Again, it is the belief of faculty that in order to continually improvement, faculty members must track the progress of their students relating to learning goal achievement. Accordingly, faculty strive to improve student learning in the MBA program each year, and each year’s assessment results are measured against the previous year’s results. Positive trends are expected, and actions are taken to improvement student performance and/or curricular content when applicable.

Similar to the assessment procedure in the BBA program, the goal of the MBA M.F.T. exam administration is to ensure that students *at least* meet the minimal expectations of the faculty on the exam. Expectations include: *one standard deviation within the national scores meets expectations, one standard deviation below national scores falls below expectations, and one standard deviation above national scores exceeds expectations.*

Goal 1: Our graduates will be effective communicators.

Objective 1: Our graduates will be able to demonstrate effective writing skills.

Assessment Tool: Writing assessment of all MBA students in MGMKT 801 MBA Experience and also assignment in MGMKT 839

GOAL	METHOD	TERM
1.1 Our graduates will be able to demonstrate effective writing skills.	External evaluation MGMKT 801 and also paper in MGMKT 839	801 – each academic term from 2009-2013. 839 – each semester from 2009- 2013.
FINDING	ACTION	RESULTS
(See correspondence for student results, improvements, and action) MGMKT 839 analysis revealed that writing skills could still be improved for MBA students.	Required students to use writing center, implemented PSU writing rubric, devoted class time to peer review, invited writing center director to class for lectures, increased number of writing assignments, provided more detailed writing prompts, discussed rubric in more detail, and provided peer review and professor feedback	Results indicate that initiatives to improve writing quality of MBA students have been successful. The program will continue to be implemented and this goal closely monitored.

Goal 1: Our graduates will be effective communicators.

Objective 2: Our graduates will be able to demonstrate effective oral communication skills.

Assessment Tool: Oral presentation in MGMKT 831 International Business

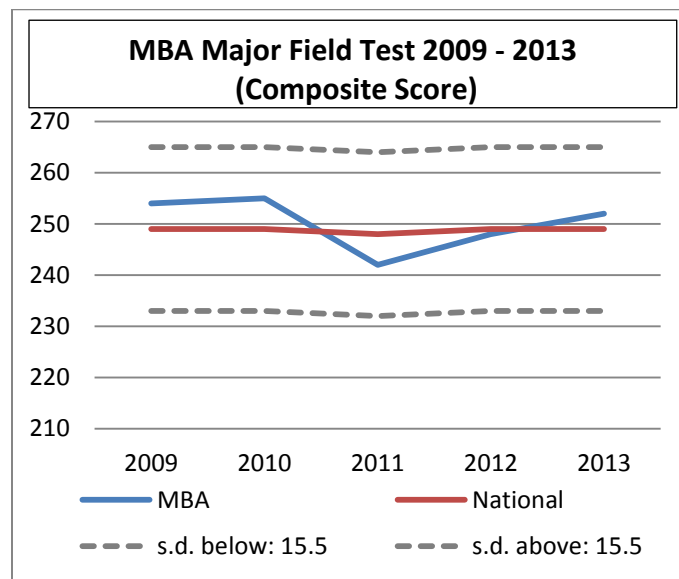
GOAL	METHOD	TERM
1.2 Our graduates will be able to demonstrate effective oral communication skills	Presentation In MGMKT 831	SP 12 SP 13
FINDING	ACTION	RESULTS
Oral communication skills were very strong in the SP 12 semester, with only 3% of students assessed scoring at the “developing” level.	Dr. Van Wyk continued to emphasize the importance of oral communication in business presentations.	Results were stronger in SP 13, with all students performing at the “exemplary” level. Oral communication skills will be continually monitored.

Goal 2: Our graduates will be able to analyze factors that influence the organization.

Objective 1: Our graduates will be able to understand the role of strategic analysis in business today.

Assessment Tools: Case study / analysis assignment in MGMKT 895 Strategic Management and MFT

GOAL	METHOD	TERM
2.1 Our graduates will be able to analyze the factors that influence the organization.	Project in MGMKT 895 and MFT (both the composite score and strategic integration)	SP 10, SP 12, SP 13
FINDING	ACTION	RESULTS
Two issues emerged in the SP 12 assessment. The “strategic issues” and “SWOT analysis” measures declined. Attention needs to be given to these two issues.	Dr. Horner included a new Business Strategy game (“BGS online”) in MGMKT 895 in SP 13 that focuses more heavily on strategic issues.	Results in SP 13 indicated that most students performed at a “meets expectations” level, with two student groups performing “above expectations”. One group did score “below expectations”. The game will continue to be used in MGMKT 895 and these results will continue to be monitored while the analysis of strategic issues continues to be emphasized in the course.



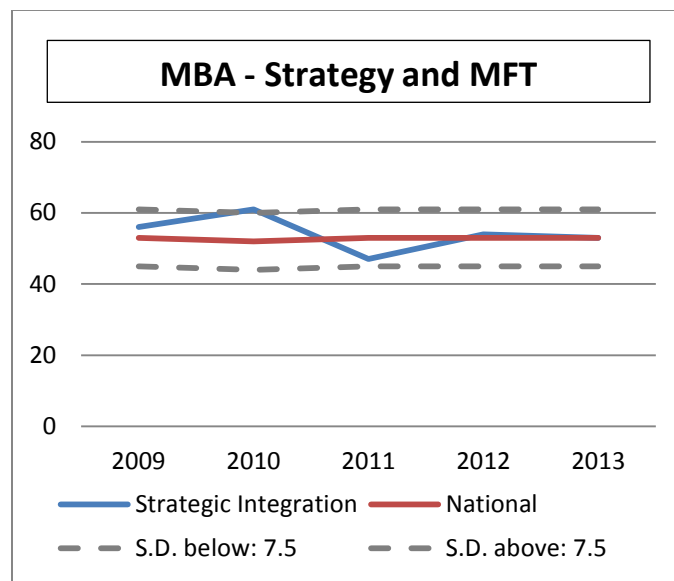
	2009	2010	2011	2012	2013
PSU	254	255	242	248	252
National	249	249	248	249	249

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Goal 2: Objective 1 cont'd:

Our graduates will be able to analyze factors that influence the organization.



	2009	2010	2011	2012	2013
PSU	56	61	47	54	52
National	53	52	53	53	53

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Goal 3: Our graduates will have an understanding of effective leadership skills.

Objective 1 Our graduates will understand how to effectively lead a team.

Assessment Tool: Exam questions in MGMKT 828 Leadership and Behavioral Management

GOAL	METHOD	TERM
3.1 Our graduates will have an understanding of effective leadership skills.	Exam questions in MGMKT 828	FA '12, SP '13
FINDING	ACTION	RESULTS
Results in Fall 2012 that the majority of students failed to correctly apply a major leadership approach / theory to the case study that was presented.	Major leadership theories, such as Path-Goal and the Theory of Transformational Leadership were covered in increased detail during the SP '13 semester. The increased focus on these theories was implemented in order to increase students' understanding of how leadership theories may be applied to business scenarios.	Results from the SP 13 assessment revealed that the vast majority of students adequately applied at least one leadership approach to the case study. This goal will continue to be monitored.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 1: Ethical responsibilities in organizations and society.

Assessment Tools: Exam questions in MGMKT 830 Business, Government, and Society

GOAL	METHOD	TERM
4.1 Ethical responsibilities in organizations and society	Exam questions in MGMKT 830 Business, Government and Society	FA 12, SP 13
FINDING	ACTION	RESULTS
The results of the Fall 2012 testing period revealed that only 29% of students performed at the 90% level on the questions assessing ethics. 50% of students performed at the 80% level.	Dr. McClane determined that ethical issues should receive additional class and discussion time. Additional emphasis was given to the subject matter, including issues such as business ethics, ethical awareness programs, categorical imperative, codes of ethics, ethical uncertainty and ethical universalism.	Results were improved during the Spring 2013 testing period. 58% of students performed at, or above, the 90% level, with fully 87% of students performing at, or above, the 80% level. This goal will be continually monitored and ethics will continue to be a major part of the MGMKT 830 Business, Government, and Society course.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 2: Legal responsibilities in organizations and society.

Assessment Tool: Exam questions in MGMKT 830 Business, Government, and Society

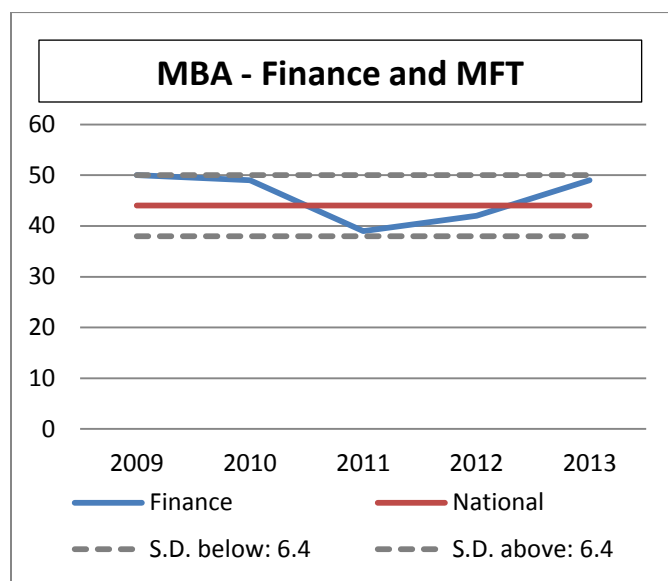
GOAL	METHOD	TERM
4.2 Legal responsibilities in organizations and society	Exam questions in MGMKT 830 Business, Government and Society	FA 12, SP 13
FINDING	ACTION	RESULTS
Results from the Fall 2012 testing period revealed that 17% of students performed at the 90% level, while 57% performed at, or above, the 80% level on questions pertaining to legal responsibilities in organizations and society	Dr. McClane emphasized legal responsibilities in organizations and society in more detail beginning in Spring 2013. Issues covered included commerce clause. Sarbane's Oxley, Dodd-Franks, corporate charters, and legislation, regulation, and litigation.	Results from the Spring 2013 testing period were improved over the Fall 2012 results. 33% of students performed at, or above, the 90% level while 87% of students performed at, or above, the 80% level on questions pertaining to legal responsibilities in organizations and society. Dr. McClane will continue to emphasize these issues and the content will continue to be a major part of the course.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 3: Financial theories, analysis, reporting and markets.

Assessment Tool: FISCAL online project in FIN 836 Financial Strategy and MFT

GOAL	METHOD	TERM
4.3 Financial theories reporting	FISCAL project in FIN 836 and MFT	FA 10, SP 11, SP 12, FA 12, SP 13
FINDING	ACTION	RESULTS
Deficiencies found in "changes in value," "credit risk evaluation," "recommendations," and "format of presentation"	The areas of deficiency were stressed in class during the periods assessed, with particular attention given to the content areas such as "changes in value," "credit risk evaluation", etc.	Results were markedly improved in the SP 11 and SP 12 assessment, particularly in the areas of "changes in value" and "credit risk evaluation". In SP 11, 87% of students performed at the "B" level, or higher, on "changes in value". The percentage at this level in SP 12 was 85%. For "credit risk evaluation", the scores were 99% (SP 11) and 99% (SP 12) for these areas. Performance was also improved in FA '12 and SP '13. During these periods, more specific feedback was given on the FISCAL project, including feedback on rough drafts of the project.



	2009	2010	2011	2012	2013
Finance	50	49	39	42	49
National	44	44	44	44	44

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

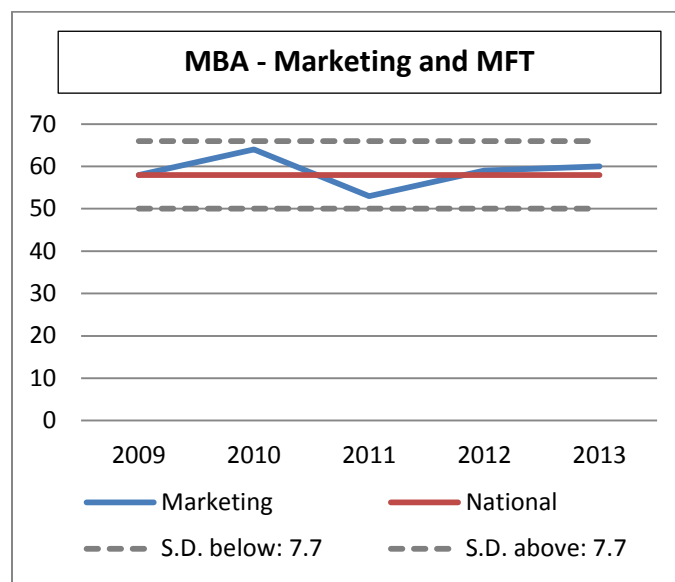
Summary: Finance results have been within the expected region over the years assessed. The scores were above the national average in 2009 and 2010, and dipped slightly in 2011 before rebounding in 2012. The results for 2013 were very near one standard deviation above the national mean. Overall, Kelce MBA students are performing well with financial analysis.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 4: Creation of value through the integrated production and distribution of goods, services and information.

Assessment Tools: Paper in MGMKT 839 Marketing Strategy and MFT

GOAL	METHOD	TERM
4.4 Creation of value	Paper in MGMKT 839 & MFT Exam	SP 10, FA 10, FA 11, FA 12
FINDING	ACTION	RESULTS
Initially, the assessment assignment (an essay) was problematic resulting in inconsistent understanding of requirements and in evaluation	Gradual improvements to essay format helped but not to extent necessary. In FA12, a white paper was assigned instead of an essay. Additionally, the writing center conducted a workshop, a peer review and a review by the writing center were required	Students generally performed at above average; however, emphasis on development of their ideas and use of sources is needed.



	2009	2010	2011	2012	2013
Marketing	58	64	53	59	60
National	58	58	58	58	58

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Marketing results have also been within the expected region over the years assessed. The scores were above the national average in 2010 before dipping slightly in 2011 and rebounding in 2012. The results gradually improved from 2011-2013.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 5: Quantitative business analysis as it supports decision-making processes.

Assessment Tool: Project in MGMKT 826 Quantitative Business

GOAL	METHOD	TERM
4.5 Quantitative Skills	Project in MGMKT 826	FA 12, SP 13
FINDING	ACTION	RESULTS
Results are generally positive. There appears to be some room for improvement on the “interpretation” of quantitative information.	Dr. Lee began emphasizing “interpretation” more strongly in class in Spring 2013.	Very similar results were attained during the SP 13 semester. Interpretation and communication quantitative information will continue to be emphasized.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 6: Domestic and global economic environments.

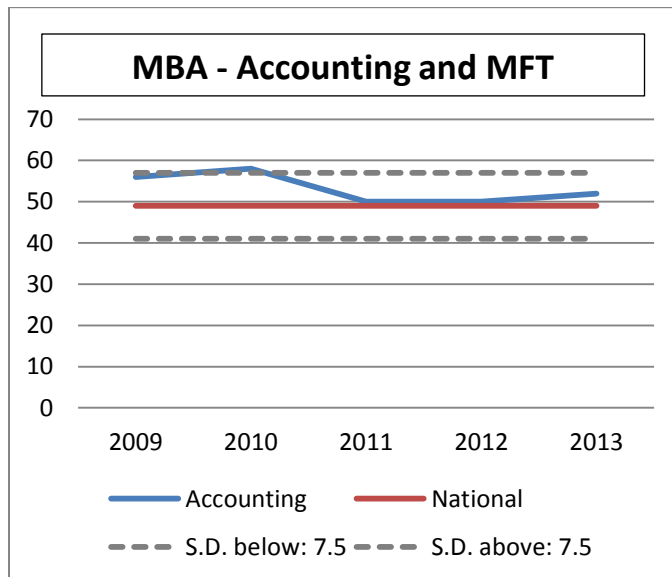
Assessment Tool: Project in MGMKT 831 International Business

GOAL	METHOD	TERM
4.5 Domestic and Global Environment	Project in MGMKT 831	SP 12, SP 13
FINDING	ACTION	RESULTS
Results have been very positive. All students received “exemplary” results for both “analytic skills” and “knowledge of international issues” indicators.	No changes deemed necessary. Continue to monitor and improve where possible.	Results were again very strong for these indicators in SP 13. All students assessed again scored at the “exemplary” level.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 7: Our students will have an understanding of how accounting controls may be integrated in a system of management controls.

Assessment Tool: M.F.T. exam



	2009	2010	2011	2012	2013
Accounting	56	58	50	50	52
National	49	49	49	49	49

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Accounting results have been within the expected region over the years assessed. The scores have been above the national mean in each year assessed. In both 2009 and 2010 the results were at the “one standard deviation above the mean” level.

AOL and Indirect Measures of Learning

The AOL committee regularly reviews data that are obtained from various survey administrations. Employer, alumni, graduating senior, and MBA student surveys comprise the indirect assessment measures for the college. These data combined with direct measures of student learning to guide curricular improvement and development. Results from these survey administrations are presented on the below.

Kelce Employer Surveys Satisfaction Scale: 1 = not at all satisfied , 7 = very satisfied (number in parenthesis indicates relative importance, 7 = extremely important)					
Assessment Year	2013	2012	2011	2010	2009
Number of Respondents	17	11	15	20	6
<i>Satisfaction with preparation in:</i>					
• Communication skills	5.6 (6.6)	5.7 (6.7)	5.8 (6.5)	5.5 (6.6)	5.2 (6.2)
• Ability to work with others	5.9 (6.5)	6.2 (6.6)	6.1 (6.6)	5.7 (6.4)	5.8 (6.3)
• Critical thinking skills	6.0 (6.5)	5.9 (6.5)	5.9 (6.3)	5.2 (6.2)	5.2 (6.0)
• Diversity Management	5.7 (4.4)	5.7 (4.6)	5.4 (4.7)	5.3 (5.0)	4.3 (4.7)
• Ethics	6.3 (6.7)	6.1 (6.6)	6.2 (6.3)	5.8 (6.3)	5.8 (6.5)
• Global business issues	4.9 (4.3)	4.8 (4.1)	4.7 (4.3)	5.0 (4.1)	4.0 (3.8)
• Social issues	5.3 (4.8)	5.3 (4.2)	4.9 (4.1)	5.3 (4.6)	4.8 (3.8)
• Political issues	5.0 (4.0)	4.6 (3.9)	4.4 (3.4)	5.2 (3.8)	4.6 (3.5)
• Economic issues	5.5 (4.8)	5.1 (4.9)	5.2 (4.8)	5.4 (5.0)	4.8 (5.3)
• Legal / regulatory issues	5.6 (4.7)	5.1 (4.6)	5.8 (5.3)	5.1 (5.1)	4.0 (4.3)
• Environmental issues	5.3 (4.3)	4.8 (3.5)	5.3 (4.8)	4.9 (4.2)	4.8 (4.8)
• Technological issues	5.8 (6.4)	5.2 (5.0)	5.9 (5.8)	5.4 (5.7)	4.5 (5.3)
<i>How well do program graduates compare to graduates from other programs?</i>	5.5	5.8	6.1	5.4	5.2
<i>How well does Kelce prepare students to become productive, competent professionals?</i>	5.9	5.9	6.1	5.6	5.2

Number of Companies	Number of Employees	Number of Companies	Number of Employees	Number of Companies	Number of Employees
2	< 10 employees	11	26-100 employees	34	> 500 employees
2	1-25 employees	7	251-500 employees		

Number of Responses	%	Firm type	Number of Responses	%	Firm type	Number of Responses	%	Firm type
10	15.2%	Accounting	2	3%	Distribution	1	1.5%	Insurance
1	1.5%	Aerospace	1	1.5%	Education	9	13.6%	Manufacturing
1	1.5%	Agribusiness	1	1.5%	Energy	1	1.5%	Mining
4	6.1%	Banking	5	7.6%	Financial Services	5	7.6%	Retail
1	1.5%	Computer hard/software	1	1.5%	Government	3	4.5%	Transportation
1	1.5%	Construction	1	1.5%	Industrial products	7	10.6%	Other
1	1.5%	Consumer products	1	1.5%	Information Systems			

On average, the following five areas emerged across the period as being most important to employers:

1) *Ability to work with others* [average importance= 6.5]; 2) *Ethics* [average importance = 6.5]; 3) *Critical thinking* [average importance = 6.3]; 4) *Communication skills* [average importance= 6.2]. Alumni ratings in these areas were relatively strong, as were fourth year student and MBA student ratings.

Kelce Alumni Surveys: Summary of Mean Ratings					
Kelce College Alumni Survey Satisfaction Scale: 1 = not at all satisfied , 7 = very satisfied					
Assessment Year	2013	2012	2011	2010	2009
Graduation Year	2008	2007	2006	2005	2004
Number of Respondents	10	40	34	27	68
Closeness of major to first position	5.1	4.7	5.5	4.9	5.1
How well did Kelce prepare you for your career?	4.5	5.4	5.3	5.1	5.3
Interaction between Kelce faculty and students	4.4	5.9	5.8	5.7	5.8
Kelce teaching quality	5.2	5.9	5.6	5.5	5.5
Satisfaction with preparation in:					
• Communication skills	5.1	5.5	5.4	5.2	5.4
• Ability to work with others	5.4	5.7	5.7	5.4	5.5
• Critical thinking skills	5.3	5.7	5.4	5.4	5.3
• Desire to continue to learning	4.9	5.7	5.6	5.3	5.3
• Overall personal development	5.2	5.9	5.7	5.6	5.5
• Ethical issues	5.3	5.8	5.2	5.3	5.6
• Legal and regulatory issues	5.3	5.9	5.2	4.8	5.6
• Demographic diversity	5.2	5.7	4.8	5.0	5.4
○ Global (new to report 2009-)	5.0	5.4	4.6	4.8	5.1
○ Social	5.2	5.5	5.2	5.0	5.2
○ Political	3.9	4.9	4.3	4.4	4.5
○ Economic	5.0	5.7	5.2	5.1	5.5
○ Environmental	4.1	4.8	4.2	4.2	4.6
○ Technological	5.4	5.2	4.9	4.9	5.2

<p style="text-align: center;">Kelce College Fourth Year Student Survey Scale: 1 = "Poor" , 7 = "Excellent"</p>					
Assessment Year	2013	2012	2011	2010	2009
Number of Respondents	59	42	n.a.	n.a.	102
<i>Please rate your satisfaction with your Kelce experience regarding your development in.....</i>					
• Communication skills	5.7	5.3	n.a.	n.a.	5.6
• Ability to work with others	6.0	5.6	n.a.	n.a.	5.9
• Critical thinking skills	5.8	5.6	n.a.	n.a.	5.8
• Desire to continue learning	5.5	5.4	n.a.	n.a.	5.6
• Overall personal development	5.9	5.8	n.a.	n.a.	6.1
<i>Please rate your satisfaction with your Kelce exposure to the following issues:</i>					
• Demographic diversity	5.6	5.5	n.a.	n.a.	5.5
• Ethical issues	5.8	5.8	n.a.	n.a.	5.9
• Global issues	5.5	5.3	n.a.	n.a.	5.3
• Social issues	5.7	5.5	n.a.	n.a.	5.8
• Political issues	5.0	4.7	n.a.	n.a.	5.0
• Economic issues	5.4	5.9	n.a.	n.a.	5.7
• Legal / regulatory issues	5.4	5.4	n.a.	n.a.	5.7
• Environmental issues	5.3	5.2	n.a.	n.a.	5.0
• Technological issues	5.6	5.2	n.a.	n.a.	5.7
<i>How would you rate the effectiveness of the various teaching methods in Kelce?</i>					
• Casework	5.4	5.0	n.a.	n.a.	5.3
• Lecture	5.5	5.3	n.a.	n.a.	5.3
• In-class discussions	5.2	4.9	n.a.	n.a.	5.5
• Group projects	4.7	5.0	n.a.	n.a.	5.2
• Computer projects	5.1	5.3	n.a.	n.a.	5.5
• Independent research projects	5.0	5.3	n.a.	n.a.	5.3
<i>How do you rate the overall teaching quality in Kelce?</i>	5.6	5.5	n.a.	n.a.	5.7
<i>How do you rate the respect, collegiality, and communication between students and faculty?</i>	5.8	5.4	n.a.	n.a.	5.8
<i>How do you rate Kelce Advisement office on....</i>					
• registration	6.2	6.0	n.a.	n.a.	5.9
• drop/add	6.2	6.2	n.a.	n.a.	5.9
• academic requirements	6.0	6.1	n.a.	n.a.	5.7
• academic problems	6.0	5.7	n.a.	n.a.	5.6
• overall effectiveness	6.0	6.0	n.a.	n.a.	5.8
<i>How do you rate Kelce faculty on...</i>			n.a.	n.a.	
• career advice	5.4	5.1	n.a.	n.a.	5.2
• academic advice	5.7	5.7	n.a.	n.a.	5.5
• overall effectiveness of advice	5.6	5.5	n.a.	n.a.	5.5
• accessibility of Kelce faculty	5.8	5.8	n.a.	n.a.	5.7

<p style="text-align: center;">Kelce MBA Student Survey Scale: 1 = "Poor" , 7 = "Excellent"</p>					
Assessment Year	2013	2012	2011	2010	2009
Number of Respondents	20	25	n.a.	n.a.	29
<i>Please rate your satisfaction with your Kelce experience regarding your development in.....</i>					
• Communication skills	5.4	5.9	n.a.	n.a.	5.1
• Ability to work with others	5.6	6.1	n.a.	n.a.	5.5
• Critical thinking skills	5.8	5.8	n.a.	n.a.	5.3
• Desire to continue learning	5.7	5.7	n.a.	n.a.	5.3
• Overall personal development	5.8	6.1	n.a.	n.a.	5.7
<i>Please rate your satisfaction with your Kelce exposure to the following issues:</i>					
• Demographic diversity	6.0	5.7	n.a.	n.a.	5.5
• Ethical issues	5.4	6.0	n.a.	n.a.	5.8
• Global issues	5.7	5.9	n.a.	n.a.	5.5
• Social issues	5.7	6.0	n.a.	n.a.	5.6
• Political issues	5.2	5.7	n.a.	n.a.	5.3
• Economic issues	6.1	5.8	n.a.	n.a.	5.4
• Legal / regulatory issues	5.6	5.7	n.a.	n.a.	5.5
• Environmental issues	5.5	5.5	n.a.	n.a.	5.0
• Technological issues	5.5	5.6	n.a.	n.a.	5.2
<i>How would you rate the effectiveness of the various teaching methods in Kelce?</i>					
• Casework	5.7	6.0	n.a.	n.a.	5.6
• Lecture	5.7	5.8	n.a.	n.a.	5.5
• In-class discussions	5.8	5.7	n.a.	n.a.	5.7
• Group projects	5.4	5.7	n.a.	n.a.	5.2
• Computer projects	5.2	5.8	n.a.	n.a.	5.4
• Independent research projects	5.5	5.6	n.a.	n.a.	5.5
<i>How do you rate the overall teaching quality in Kelce?</i>	5.8	5.8	n.a.	n.a.	5.5
<i>How do you rate the respect, collegiality and communication between students and faculty?</i>	5.8	5.7	n.a.	n.a.	5.8
<i>How do you rate Kelce Advisement office on....</i>					
• registration	5.5	6.0	n.a.	n.a.	5.4
• drop/add	5.6	6.1	n.a.	n.a.	5.6
• academic requirements	5.8	5.5	n.a.	n.a.	5.3
• academic problems	5.5	5.5	n.a.	n.a.	5.3
• overall effectiveness	5.6	6.0	n.a.	n.a.	5.6
<i>How do you rate Kelce faculty on...</i>					
• career advice	4.8	5.5	n.a.	n.a.	4.9
• academic advice	5.1	6.0	n.a.	n.a.	5.8
• overall effectiveness of advice	5.2	6.0	n.a.	n.a.	5.6
• accessibility of Kelce faculty	5.8	5.8	n.a.	n.a.	5.9

Assurance of Learning, Curriculum Improvement, and New Course Development

Two methods for improving the learning experience of students include course modifications/ updates and the development of new courses. Several initiatives have been undertaken during the 2008-2013 time period, and these modifications / improvements have been reviewed for fit with the Kelce Mission.

Course Improvements and Updates

ECON 665 – Seminar in Applied Economics (Effective communicators): In order to improve student presentation skills, the Economics, Banking, and Finance department now requires students to formally present their class projects at PSU undergraduate research colloquium.

Response to: BBA goal 1.2 (LiveText - effective communicators); alignment with employer and alumni survey data.

MGMKT 645 – Business Strategy (Effective communicators / think analytically and be business problem solvers): The format of the written case project has been changed to include the analysis of a Fortune 500 company, with specific emphasis on discussing strategic issues such as development of a SWOT analysis and analysis of strategic factors that influence the organization as well as basic grammatical and citation issues.

Response to: BBA goal 1.1 and 3.1 assessment (LiveText - communication and think analytically); alignment with employer survey data

MGMKT 330 – Basic Marketing (Proficiencies in Marketing): The semester assignment in this course has been changed to include coverage of the effects of marketing strategies on the environment and sustainability issues as well as the impact of strategies on the financial bottom-line.

Response to: BBA goal 4.1 assessment (LiveText - Marketing); alignment with alumni and fourth year student survey data

MGMKT 327 – Organizational Theory and Behavior (Proficiencies in Management): The instructors of this course have sharpened the focus on major management approaches as they influence organizational effectiveness.

Response to: BBA goal 4.1 assessment (LiveText – Management)

MGMKT 444 – Legal and Social Environment of Business (Ethical Issues / Effective Communicators): Staff from the Writing Center now regularly speak with students about issues such as improving “authority” and following assignment requirements.

Response to: BBA goal 2.1 assessment (LiveText – Ethics); alignment with employer and alumni survey data

FIN 326 – Business Finance (Proficiencies in Finance): A stronger focus on summarizing financial information and evaluating risk aversion, diversification, and market risk issues has been added to the course.

Response to: BBA goal 4.1 assessment (LiveText – Finance)

CIS 420 – Management Information Systems (Proficiencies in IS): A renewed focus on utilizing Excel in business decision making has been added to the course during the AOL time period.

Response to: BBA goal 4.1 assessment (LiveText – Information Systems)

ACCT 420 – Information Technology / Accounting Systems (Proficiencies in Accounting): A renewed focus on closing temporary accounts has been added.

Response to: BBA goal 4.1 assessment (LiveText – Accounting)

MGMKT 895 – Strategic Management (Factors that influence the business – Strategic Analysis): A new business strategy game has been added to this course. This game focuses more heavily on strategic issues that influence the business.

Response to: MBA goal 2.1 assessment (LiveText – Strategic issues); alignment with employer survey data

MGMKT 828 – Leadership and Behavioral Management (Understanding of Effective Leadership Skills): The course has more heavily emphasized major leadership theories such as Path-Goal and the Theory of Transformational Leadership.

Response to: MBA goal 3.1 assessment (LiveText – Leadership skills); alignment with employer and alumni survey data

MGMKT 826 – Quantitative Business Analysis (Quantitative Analysis in Decision Making): A renewed emphasis on interpretation of quantitative data as it pertains to managerial decision making has been added.

Response to: MBA goal 4.5 assessment (LiveText – Quantitative analysis)

MGMKT 839 – Marketing Strategy (Creation of Value): A stronger emphasis on the relationship between marketing strategies customer perceived-value has been added.

Response to: MBA goal 4.4 assessment (LiveText – Creation of value)

MGMKT 830 – Business, Government, and Society (Ethical / Legal Responsibilities): A stronger emphasis has been placed on ethical awareness, the categorical imperative, codes of ethics, ethical uncertainty and ethical universalism. Legal issues that have received increased attention include Sarbane Oxley, Dodd-Franks, corporate charters, and corporate litigation.

Response to: MBA goal 4.2 assessment (LiveText – Legal issues in business); alignment with MBA student survey and employer survey.

FIN 836 – Financial Strategy (Financial Theories, Analysis, and Reporting): A stronger focus has been given to issues such as changes in value and credit risk evaluation.

Response to: MBA goal 4.3 assessment (LiveText – Financial analysis)

New Courses / Program Updates

Management and Marketing

Based on feedback obtained from the AOL process, including a review of peer institutions and external information, the Department of Management and Marketing department created three new courses:

MGMKT 310 Basic Quantitative Business Methods. An overview of quantitative methods for managers, using data to solve managerial problems, representing data through graphing, understanding index numbers to signify rates of change, basic financial principles (including time value of money, annuities, etc.), an introduction to linear programming, rates of change and basic differentiation, and a review of basic probability/statistical theory. Prerequisite: A grade of "C" or better in MATH 110 College Algebra with Review or MATH 113 College Algebra or MATH 126 Pre-Calculus or MATH 150 Calculus I or MATH 153 Introduction to Analytic Processes and 55 hours completed.

This course was first offered in Spring 2011, following an assessment of student performance in quantitative courses and concern from current students and Kelce faculty relating to course content. The faculty determined that a more focused introduction to analytic techniques was necessary that included introductions to business math topics such as basic differentiation, linear programming, financial mathematics, as well as a review of basic statistical theory. The first cohort that completed the full sequence of courses would have taken the MFT exam in Spring 2013, although some students could have taken the exam in Spring 2012. Results for the 2012 exam matched the national average (40) and results from 2013 were slightly above the national average (41 vs. 40.6). The performance on the quantitative portion of the MFT is closely monitored following this change.

MGMKT 625: Emerging Markets. A study of the cultural aspect of international business. The focus is on understanding how different cultures effect the operation of business practices in different countries and regions of the world.

This course was added to the curriculum in Spring 2011 as a “Topics” course, but was fully integrated into the curriculum in Spring 2012. Following the initial offering of this course (SP 2011), IB student performance on the MFT exam was excellent (69 vs. national average of 48). This change is also closely monitored.

MGMKT 821: Topics: International Negotiation. This “Topics” course adds to international electives in the MBA program and addresses a wide range of issues pertaining to cross cultural differences affecting business negotiations and sales.

Economics, Finance, and Banking

Based on feedback obtained from the AOL process as well as a review of peer institutions, the Economics, Finance, and Banking department created three new courses:

Econ 483 Industrial Organization. An examination of structure, conduct and performance of American industry using economic techniques of analysis. The course will also focus on history of anti-trust Laws. Prerequisites: ECON 200 Introduction to Microeconomics, ECON 201 Introduction to Macroeconomics and junior standing.

Econ 650 Econometrics. Introduction to fundamentals of statistical inference, estimation and tests of hypothesis, regression and analysis of variance, applications using econometrics software. This is a required course for the economics capstone ECON 665 Seminar in Applied Economics. Prerequisites: ECON 200 Introduction to Microeconomics, ECON 201 Introduction to Macroeconomics, MGMKT 320 Business Statistics, and 55 hours completed.

FIN 625 International Finance. Foreign exchange markets, balance of payments, international investment and capital flows, as well as problems, policies and techniques for financial decision-making in a multinational environment. Pre-requisites: ECON 201 Introduction to Macroeconomics, FIN 326 Business Finance, and 55 hours completed.

FIN 621 (Investments) /FIN 624 (Investments II)-- As part of our revision to the finance major we moved from a core 5 required finance courses to 4 required courses plus one elective. This resulted from a combination of evaluating several peer colleges and considering the career paths of our recent graduates. Our previous requirements included two semesters of investments courses (FIN621 Investments and FIN 624 Security Analysis and Portfolio Management). As both courses were required for all finance majors, the approach was to spread the material covered over both classes. However, after the revision to the major to include electives, only FIN 621 was a required class. As not all students would take FIN 624 (now Investments II) it became critical to shift the coverage so that Fin 621 (Investments) covered a broader range of essential investments topics with less depth. FIN 624 (Investments II) could then address more complex topics in greater depth. Some examples of coverage switches include moving coverage of mutual funds/ETFs, options, and introductory portfolio theory to FIN621 while saving our in-depth coverage of equity valuation, derivatives analysis, etc. until FIN 624.

Online Finance Offering – the Quality Matters Initiative (eLearning Task Force) - The eLearning Task Committee was established at the university level in the late spring/summer 2012 to look into a process to assist faculty in developing and implementing online courses. That committee decided to adopt the Quality Matters rubric as a tool for providing faculty with a framework on course design/delivery. The annotated QM rubric is provided to all faculty within the GUS system. The Center for Teaching, Learning, and Technology offers faculty development seminars to help acquaint faculty with the standards of the QM rubric and provides a process for a select number of faculty each year to take courses from Quality Matters and to develop their courses to meet the QM standards. There will also be a process in place for faculty members to apply to have their courses reviewed through an internal process using the QM rubric. As part of the initial steering committee for this process, FIN 326-99 has completed the internal review and passed. It is currently undergoing an official QM review (courses are not expected to go through this process, but it is something I wanted to do to provide a double-check on our internal review process).

Accounting and Computer Information Systems

Employers and advisory board members recommended, and our Accounting faculty concurred, that our Accounting majors need to have exposure to additional taxation topics as well as to external audit principles, necessitating the need for two taxation courses (ACCTG411 and ACCTG611) instead of the current single course in taxation (ACCTG416) and also necessitating the need to add ACCTG610 External Auditing and Assurance Services. Currently, a second tax course and an external audit course are offered as electives, but will now be required. A specialized audit course, ACCTG522 Information Systems Auditing and Controls, will move from the required major courses to an elective. These changes will enhance our graduates' ability to compete in the marketplace and also increase their CPA exam preparedness. Legislation for this change was passed in Spring 2013.

ACCTG 411 Tax Accounting. Development of taxation in the United States; emphasis on income taxes; a comprehensive analysis of the Internal Revenue Code as it applies to individual income taxes and research in federal tax problems and planning. Prerequisite: ACCTG 201 Financial Accounting and junior standing. May be taken for honors.

ACCTG 611Advanced Taxation. An in-depth study of income tax laws related to C corporations, S corporations, and partnerships. An introduction to transfer taxes involved with gifts and estates and income taxes on estates, trusts, and tax-exempt organizations. Prerequisite: ACCTG 411 Tax Accounting and junior standing. May be taken for honors.

ACCTG 610 External Auditing and Assurance Services. Procedure in making audits of the various accounts of a business enterprise. Prerequisite: ACCTG 410 Intermediate Financial Accounting II. May be taken for honors.

CIS 690 Topics: Computer Forensics. Computing topics consistent with current interests of staff and students. May be repeated with different topics for a maximum of 6 hours. Prerequisite: CIS 420 Management Information Systems or ACCTG 420 Information Technology and Accounting Systems.

Internal Auditing Minor (Accounting & CIS Majors – Information Assurance and Computer Security)

A change in the Internal Auditing minor was passed effective Fall 2012. Prior to this change, Accounting majors and Computer Information Systems majors with an emphasis in Information Assurance and Computer Security could not declare this major due to the overlap in courses between the major and minor. The following are the requirements for the Internal Audit minor in the 2012-2013 catalog: ACCTG201 Financial Accounting, ACCTG420 Information Technology and Accounting Systems (or CIS420 Management Information Systems), ACCTG422 Internal Auditing, ACCTG522 Information Systems Auditing and Controls, ACCTG625 Fraud Examination, JUST223 Basic Interviewing and Counseling Skills, and ENGL301 Technical and Professional Writing. This change will strengthen our Internal Auditing program and allow more students the opportunity to declare this minor and use this credential as a differentiator on their resume.

CIS Major

The Computer Information Systems programming curriculum was changed to require C++ and Visual Basic for all CIS majors, rather than allowing six hours of focus on one language. The CIS faculty believe this change will strengthen the credentials of our graduates.

New Online Courses Offered During Review Period

In response to a growing need for online courses, the following courses have been offered during the 2008-2013 time period:

Management & Marketing

MGMKT 101	Introduction to Business
MGMKT 439	International Business
MGMKT 831	Marketing Strategy
MGMKT 821:	Topics: International Negotiation

Economics, Finance, & Banking

ECON: 191	Issues in Today's Economy
ECON 200	Introduction to Microeconomics
ECON 201	Introduction to Macroeconomics
FIN 326	Business Finance

Accounting & Computer Information Systems

ACCT 202	Managerial Accounting
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ADMISSION STANDARDS MODIFICATION

The AOL process led to a recommendation that the Kelce Curriculum Committee review Kelce admission standards. The new admission requirements were developed based upon research of similar AACSB peer schools. A draft was developed in fall 2012, reviewed by the KLT and then the College of Business faculty. The new requirements were added to the 2013-14 catalog and went into effect with the 2013 freshman class.

We also updated and implemented a new COB pre-requisite policy.

Students desiring admission into the Kelce College of Business must meet the following admission requirements in addition to those of the university. The Kelce College of Business will admit students who meet the following requirements:

1. Completion of 42 semester hours applicable to the degree that the student is seeking with a 2.5 overall cumulative grade point average.
2. Completion of the following foundation courses with no grade lower than a C and a 2.5 grade point average in the following classes:

English Composition, ENGL 101 <i>*2 Writing to Learn Courses</i>	3 hours
Introduction to Research Writing, ENGL 299 or Honors English Composition, ENGL 190	3 hours
Elementary Statistics, MATH 143	3 hours
Computer Information Systems, CIS 130	3 hours
Speech Communications, COMM 207	3 hours
Mathematics requirement, minimum 3 hours; either Math 110, 113, 122, 126, 150 or 153	
Financial Accounting, ACCTG 201	3 hours
Managerial Accounting, ACCTG 202	3 hours
Microeconomics, ECON 200	3 hours
Macroeconomics, ECON 201	3 hours

*(Transfer Students will adhere to university policy regarding WL requirements).

- Students may not enroll in additional business courses until they have met the requirements for acceptance into the Kelce College of Business.
- Students wishing to enroll in the same business course for the fourth time or more must petition the Dean for approval.
- Admission to the Kelce College of Business is required prior to enrollment in all upper level business courses numbered 300 and above with the exception of MGMKT 320 Business Statistics for those students who have completed Math 143, Elementary Statistics.
- Business minors, non-degree seeking students, exchange students, and students with other degree objectives will be allowed to take business courses numbered 300 and above if they meet the specific course prerequisites as outlined in the university catalog.

KELCE COLLEGE OF BUSINESS PREREQUISITE POLICY

1. All business courses numbered 200 have a sophomore-standing prerequisite requirement. Sophomore standing is defined as the completion of 25 semester hours.
2. All business courses numbered 300 and above require admission to the Kelce College of Business with the exception of MGMKT 320 Business Statistics for those students who have completed Math 143.
3. All courses indicating senior-standing prerequisite are defined as the completion of 85 semester hours.
4. All students are required to complete Kelce College of Business prerequisites as outlined in the PSU Catalog. If a student is enrolled in a course without completion of the required prerequisite, the student will receive notice to seek advising for schedule revisions. If the schedule is not revised or approved prior to the first day of class, the Kelce Academic Advising office will administratively remove the class from the student's schedule.

CURRENT / PROPOSED INITIATIVES FOR CONTINUAL IMPROVEMENT

There are two major proposals / initiatives that are in varying stages of discussion in the Kelce College. These include a proposed "Business Communications" course and a modification of the MBA program foundation requirements. These initiatives are briefly discussed below.

Business Communications Course. The AOL committee has forwarded the recommendation that a "Business Communications" course be considered for course legislation. The recommendation is based on a perceived need for improvement in student written and oral communication skills as they pertain to business. The recommendation is in the early stages and will be addressed in the upcoming academic term.

MBA Foundation Modifications. Our internal program review by Dean Grimes and the MBA/PAC shows that we have the highest MBA foundations course requirements among our peers. These requirements put us at a competitive disadvantage with our peers. Concerted effort has been made to streamline the requirements to avoid content overlaps and duplications. This proposal moves the MBA program from the 10 courses requirement to a level of 5-8 courses. Of the 9 comparison schools, only 2 have fewer than 5 required foundation courses. The current recommendation is that moving to fewer than 5 courses would be too drastic of a change at this point and the foundation could be re-evaluated in the future after a few years to evaluate its effectiveness. This effectively reduces the foundation requirements from two semesters to one semester. It is also noted that this change would be valid for those choosing a general administration or international business concentration only, and does not apply to those choosing an accounting concentration.

Current MBA Foundation Proposal

1. Eliminate MGMKT 626 Operations Management from the foundation.
2. Create a new course (ACCTG 811 Accounting for Non-Accounting MBAs) as an alternative to ACCTG 201 Financial Accounting and ACCTG 202 Managerial Accounting. Students could select either the two course undergraduate sequence or the graduate course.
3. Accept up to three CLEP Courses (<http://clep.collegeboard.org/exam>) from the following list
 - Business Law → MGMKT 444 Legal and Social Environment of Business
 - Principles of Management → MGMKT 327 Organizational Theory and Behavior
 - Principles of Marketing → MGMKT 330 Basic Marketing
 - Information Systems and Computer Applications → CIS 420

Current Requirements (30 hours):		Proposed Requirements (15-24 hours)	
MGMKT 320	Business Statistics (3 hours)	MGMKT320	Business Statistics (3 hours)
MGMKT 327	Organizational Theory and Behavior (3 hours)	MGMKT 327*	Organizational Theory and Behavior (3 hours)
MGMKT 330	Basic Marketing (3 hours)	MGMKT 330*	Basic Marketing (3 hours)
MGMKT 444	Legal and Social Environment of Business (3 hours)	MGMKT 444*	Legal and Social Environment of Business (3 hours)
MGMKT 626	Operations Management (3 hours)	ACCTG 811	Accounting for Non-Accounting MBAs (3 hours) or ACCTG 201 and ACCTG 202
ACCTG 201	Financial Accounting (3 hours)	CSIS 420*	Management Information Systems (3 hours)
ACCTG 202	Managerial Accounting (3 hours)	FIN 326	Business Finance (3 hours)
CSIS 420	Management Information Systems (3 hours)	ECON 805	Economic Analysis (3 hours) or 9 hours of Economics
FIN 326	Business Finance (3 hours)		
ECON 805	Economic Analysis (3 hours) or 9 hours of Economics		

Data Collection. There are currently two initiatives that are underway regarding improving our AOL data collection methods. First, the decision has been made to discontinue the use of the LiveText package. Alternative data collection methods are currently being discussed. Second, the Kelce College has subscribed to the Qualtrics online survey software program. We hopeful that our response rates for our employers, alumni, and student surveys will improve by utilizing online survey administrations.