KELCE
COLLEGE OF BUSINESS
Pittsburg State University

KELCE COLLEGE OF BUSINESS

ASSURANCE OF LEARNING 2018 – 2023

Undergraduate Report

&

Graduate Report

Undergraduate AOL Report
AACSB Accreditation Cycle
Academic Years 2018-2023

I.   Undergraduate Assurance of Learning Process

    A.   Introduction

During the Fall 2018-Spring 2023 AACSB Accreditation cycle, the Undergraduate Kelce Assurance of Learning (AOL) process underwent a complete reevaluation and overhaul. The goal of the AOL committee was to build an entirely new assurance of learning program, establish measurable learning competencies, and develop substantive assessments to evaluate and improve the effectiveness of the Kelce College of Business (KCOB) teaching methods to ensure that student learning goals and competencies consistent with the mission statement are achieved.

      1.   Mission Statement

The overhaul process started with a review of the mission statement to consider what learning competencies students should expect to have by the time of graduation. The mission statement of the Kelce College of Business:

> "The Kelce College of Business prepares future business professionals with a student-
> focused environment by empowering students from diverse backgrounds to succeed within
> the global business community."

Given that the assurance of learning is a faculty driven process, the committee, made of a representative cross-section of faculty disciplines, considered how this mission statement impacted learning competencies and how the committee could best ensure that students graduating from the KCOB can become "future business professionals" as well as "successful within the global business community." While many competencies are important for success, the Kelce faculty determined the most important areas to ensure the goals of KCOB are Critical Thinking, Information Technology, Teamwork, and Communication.

      2.   Curriculum Map

Important to evaluating the effectiveness and pinpointing the existence of any deficiencies within the Kelce curriculum is a thorough review of learning competencies taught within the curriculum. The committee conducted its review of the curriculum by building a curriculum matrix showing what competencies are taught in which Kelce courses and at what depth. This map was created based on the responses to faculty

surveys. Each faculty member completed a single survey questionnaire for each course taught within KCOB over a two-year period. The results were mapped and reviewed by the committee. The survey form and the full curriculum map are attached as Appendix A.

After completion, the committee reviewed this curriculum map to determine where the selected learning competencies were taught within the curriculum and to identify courses appropriate for assessing these competencies. An abbreviated course matrix identifying which courses in the Kelce Core teach one of the four stated learning goals, as well as a map of courses identified for assessment, is provided below. (Kelce Core courses are taken by all business students regardless of major.)

		ACCTG 201	ACCTG 202	CIS 420	FIN 326	MGT 101	MGT 210	MGT 310	MGT 320	MGT 330	MGT 420	MGT 430	MGT 690	MKTG 330	ECON 300+ Elective
Learning Goals	Communication		◇	◇	◇			●					□	□	
	Teamwork	□	□	□		◇	◇	□	□				□	◇	
	Information Technology	◇	●	●		□	◇	●			□		◇	◇	
	Critical/Analytical Thinking	□	●	□	□	□	◇	●	□		□	◇	□	◇	

◇ Briefly Covered □ Covered with Emphasis ● Listed as a Course Objective (shaded) Assessed

3. Direct Measures

   a. Measurable Learning Competencies

Based upon the four learning goals, the committee established learning competencies to use for assessment within each area. The following learning competencies were established:

5. **Critical Thinking:** Students will be able to apply theories and methods to solve problems within their respective disciplines.

6. **Information Technology:** Graduates will be able to use current technologies to explore, analyze, and solve business problems.

7. **Teamwork:** Students will be able to work collaboratively to produce professional deliverables.

8. **Communication:** Students will show proficiency in written communication.

   b. Majors Field Test

In addition to in-course direct assessments regarding the learning competencies, the committee also utilized the Majors Field Test (MFT), as another direct measure to generally assess the quality of student learning within KCOB. The MFT was administered each spring. Details regarding student performance on this measure are discussed in section II.E. below.

4. Indirect Measures

Adopted prior to the 2018-2023 accreditation cycle, the Kelce College Strategic Plan included an action item to explore the development of a multidisciplinary general business degree to support students interested in pursuing careers in small business or entrepreneurship (Action Item 2.1.5). Current Pittsburg State University students were surveyed to gauge interest in this proposed degree. The results of the survey were positive and discussed more thoroughly below.

To capture the perspectives of external stakeholders, the committee also decided to collect indirect measures for stakeholders, including graduates and employers using surveys. The surveys were designed to determine what curricular changes the stakeholders believed could be of benefit to Kelce graduates.

5. Assessments Timeline

Our planned timeline for assessments was thrown into disarray by the impact of the COVID-19 pandemic on campus. The committee was concerned that assessment outcomes would be rendered unreliable due to the changing and unpredictable modalities of courses across time. Due to these circumstances, in some instances first and second assessments were conducted in classes taught via different delivery modalities. While this situation was suboptimal for ensuring consistent administration and results, it was unavoidable. The committee determined that even if the environment for assessment was suboptimal in some cases, that delaying assessments would have a negative impact on student learning and experience. The timing of assessments and the feasibility of ensuring similar modalities were used for repeat assessments was considered and accommodations were made, when possible, to ensure similar modalities throughout assessments. The committee determined that indirect assessments should be measured once every other year, beginning with Spring 2022.

Table I.A.3.a.: Direct Measures, Learning Competencies, Schedule for Assessment.

	FA 2018	SP 2019	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Critical Thinking					■			■			■	
Information Technology							■		■			■
Teamwork					■		■		■		■	
Communication							■			■		■

Table I.A.3.b.: Indirect Measures, Schedule for Assessment[1]

	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026
Graduate Survey		▉				▉				▉
Employer Survey		▉				▉				▉

II.   Direct Measures

A. Critical Thinking

1. Evaluation Method

The Committee chose to assess the Critical Thinking learning competency in MGT 420 Quantitative Decision Making. This course was selected because critical thinking is a stated course objective for the course as well as the fact that the course is a Kelce Core class, which means that it is a required course for each student seeking to obtain a degree from KCOB. Typically, there are two to three sections of MGT 420 taught each fall and spring semester, each taught by two different instructors. The committee worked with the instructors to develop a rubric with measurable learning objectives and to identify areas within the curriculum which may be improved. The test questions utilized to assess student performance are attached as Appendix B.

The assessment was administered in all three offered sections during the semesters of assessment. The modality of this course was impacted by the COVID-19 pandemic. In years prior to Spring 2020, this course was offered in a completely in-person format. In fall 2020, the semester for assessment the course was changed to completely online. Since fall of 2020, the course has remained online. In spring of 2022, for the second assessment, this course was offered in three sections, two online and one hybrid.[2]

The course instructors worked together to develop common multiple-choice questions to be implemented within existing exams in each course which would assess the learning objectives as detailed in the rubric. The data was collected and compiled for the committee by each instructor.

2. Assessment 1: Critical Thinking, Fall 2020

a. Rubric Results: 86 students evaluated.

After administration of the assessment, the student performance data were compiled into the rubric for the committee to review. The results indicated that a significant number of students failed to meet expectations for each learning objective. These results ranged from 20.9%-37.2% student failure depending on the objective.

---

[1] Data obtained regarding the Employer Survey is provided in the Graduate AOL report.
[2] Hybrid modality is defined as at least one class in person and more than 50% of the course presented online.

Table II.A.2. Critical Thinking, Fall 2020 – Student Assessment Results

Critical Thinking: Exam			
	Rating		
Learning Objectives	Does Not Meet Expectations (score below 70%)	Meets Expectations (score 70% - 84%)	Exceeds Expectations (score above 85%)
Students can translate the verbal statement of a problem into a linear programming statement. (to be assessed with question: I)	20.9%	30.2%	48.9%
Students can graph lines showing feasible area with linear programming and identify the optimal solution. (to be assessed with question II)	37.2%	26.7%	36.0%
Students can interpret linear programming solution with computer output. (to be assessed with question III)	30.2%	26.7%	43.0%
Students can make evidence-based decisions. (to be assessed with question IV)	27.9%	25.6%	46.5%

      b.   Curriculum Changes

The committee determined, given the results, that the curriculum supporting the critical thinking learning competency should be augmented for additional support for each learning objective. Course instructors presented a memorandum detailing a summary of curriculum changes to the committee detailing specific improvement efforts. Such improvements included additional teaching units in the instant course, as well as in MGT 320 Basic Quantitative Business Methods, a prerequisite for MGT 420. More detailed instructional materials were created by instructors for use in both MGT 420 and MGT 320. Additional details regarding specific curriculum changes are attached as Appendix C.

      3.   Assessment 2/Loop Closure: Critical Thinking, Spring 2022

         a.   Rubric Results: 94 students from 3 sections of MGT 420 were evaluated.

After administration of the assessment, the student performance data were compiled into the rubric for the committee to review. The results show that students made improvements in all but one objective. The most significant improvement occurred in the objective where students are expected to be able to graph lines showing feasible area with linear programming, with the failure rate falling from 37.2% in the first assessment to 27.7% in the second assessment. One area that saw a slight increase in failure rate (from 20.9% to 23.4%) was in the students' ability to translate a verbal statement into a linear programming statement. Student assessment data for the assessment are attached as Appendix D.

Table II.A.3. Critical Thinking, Spring 2022 – Second Assessment Results

Critical Thinking: Exam			
	Ratings		
Learning Objectives	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Students can translate the verbal statement of a problem into a linear programming statement	23.4%	30.9%	45.7%
Students can graph lines showing feasible area with linear programming.	27.7%	29.8%	42.6%
Students can interpret linear programming solution with computer output.	25.5%	37.2%	37.2%
Students can make evidence-based decisions.	25.5%	28.7%	45.7%

b. Evaluation of Changes

The results of the second assessment for this course are generally positive, however, still fall below the 80% benchmark for student proficiency. The students' demonstrating the ability to graph lines showing feasible area with linear programming improved from 62.8% to 74.5% and students able to demonstrate the ability to interpret a linear programming solution increased from 69.8% to 74.5%. Student performance on the other two dimensions of this learning competency was persistently low. Students able to translate a verbal statement into a linear programming statement decreased from 79.1% to 76.6% and students demonstrating the ability to make evidence-based decisions modestly increased from 72.1% to 74.5%. The committee recommended additional curriculum changes to further address each of these four dimensions of critical thinking as well as future reassessment. The committee will continue to follow the planned timeline for reassessment.

B. Information Technology

1. Evaluation Method

The committee decided to evaluate the Information Technology competency within CIS 420 Management Information Systems. This course is taught each fall and spring semester in three course sections. Each section is taught by the same instructor. The instructor worked with the committee to develop a rubric and underlying assessment to evaluate the information technology learning competency.

As of Spring 2020 and before, CIS 420 was offered in a completely face to face format. The COVID-19 pandemic caused this course to be offered fully online on a limited-time basis for the Fall 2020 and Spring 2021 semesters. The committee was aware that this course would return to fully in person after the pandemic. Accordingly, the committee determined that delaying assessment until the course returned to its expected fully in-person format would yield the best data for improvement of student performance. This course was evaluated in Fall 2021 and Fall 2022. All sections were offered as in-person.

The assessment developed was task-based and required students to use a computer programming language to develop a program, analyze data, and perform operations. The assessment was conducted across two exams administered in all three CIS 420 sections. Student exams were administered on a take-home basis due to the time required to complete each task assigned. Each student completed the same questions. The instructor evaluated student results.

2. Assessment 1: Technology, Fall 2021

    a. Rubric Results – 47 students evaluated.

The first assessment for the information technology learning competency was completed in Fall 2021. The results of the information technology assessment were that most students were performing reasonably well on the performance of operations within the business process management tools objective, however some deficiencies were observed with respect to the first two objectives, involving analyzing business data and conducting information technology systems development. In these categories, students failed to meet expectations at a rate of 38.3% and 36.18%, respectively. Therefore, the committee and the instructor identified these as areas for curriculum improvement. Detailed data reports regarding all assessments of student performance for this learning competency are attached as Appendix E.

Table II.B.2. Technology, Fall 2021 – Student Assessment Results

Information Technology; Exam	Ratings		
Learning Objectives	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Objective 1: Students will analyze business data using data science tools (Q1)	38.3%	40.43%	21.27%
Objective 2: Students will conduct IT system development (Q2)	36.18%	12.76%	51.06%
Objective 3: Students will perform operations with business process management tools (Q3)	10.64%	59.57%	29.78%

    b. Curriculum Changes

The instructor noted that this class was the subject of a complete curriculum overhaul in the last few years, however additional curriculum changes are already planned due to the adoption of new tools which are yet to be implemented in the course. To address the deficiencies identified above, the instructor developed additional instructional materials and learning activities. The instructor prepared video clips utilizing Microsoft Access in addition to face to face demonstration. These additional materials are an improvement over live demonstration because students can review the videos multiple times and until the procedure is fully understood. The instructor also added additional "hands on" training using computer lab activities for topics related to system development and data analytics. In addition to these curriculum changes, the instructor is currently developing new course content in partnership with SAP, bringing state of the art analytical tools to the classroom. Such content was implemented into the CIS 420 classroom in the fall of 2022 and reflected in student reassessment obtained during that semester. A detailed summary of curriculum changes is attached as Appendix F.

3. Assessment 2/Loop Closure: Information Technology, Fall 2022

    a. Rubric Results – 50 students evaluated.

Information Technology: Exam			
	Ratings		
Learning Objectives	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Objective 1: Students will analyze business data using data science tools (Q1)	14%	32%	54%
Objective 2: Students will conduct IT system development (Q2)	18%	12%	70%
Objective 3: Students will perform operations with business process management tools (Q3)	6%	44%	50%

    b. Evaluation of Curriculum Changes

Student performance after implementation of the curriculum changes was outstanding. Students failing to meet expectations for objective 1 of the Learning Competency fell from 38.3% to 14% and for objective 2 fell 36.18% to 18%. Importantly, the results brought student competency on these measures above the 80% threshold identifying further curriculum changes. Due to the success of the measure, it is suggested that for the next AOL iteration that a new aspect of student performance in critical thinking be measured. Such new measurement should be determined upon the creation of a new curriculum matrix.

C. Teamwork

    1. Evaluation Method

The established learning competency for teamwork is "Students will be able to work collaboratively to produce professional deliverables." The committee determined that to adequately assess the effectiveness of the Kelce curriculum, this competency needed to be broken out into two separate assessments. Specifically, the committee determined that there were two dimensions to this learning competency: 1) the ability of the students to work together, and 2) the ability of the students to collaboratively produce professional deliverables.

The course identified for assessment of the teamwork competency is MGT 690 Business Strategy. This course is a capstone course required of all business majors in the student's final, or near final, semester. This course utilizes a large group project during which students create and present an oral presentation. Such presentations were completed and submitted by video.

The course is offered in three course sections each fall and spring semester. The course sections are taught by two instructors. Prior to Spring 2020, this course was offered only in an in-person format. The Covid-19 pandemic caused this course to change modality to Hyflex[3] in the Fall 2020, Spring 2021, and Fall 2021 semesters. The course returned to the typical in-person instruction modality in Fall 2022. This course was assessed in the Fall 2020 during which two sections were offered as Hyflex and one section was offered in person. It was reassessed in Fall 2021, again with two sections in Hyflex format and one in-person. And it was reassessed again in Fall 2022, when all three sections were presented in-person.

The instructors worked with the committee to develop a rubric to assess student ability to work together on a team and to produce professional deliverables, in this case, an oral presentation. The "work collaboratively" dimension was assessed by student survey. The "professional deliverables" dimension was assessed directly by the instructors. Each team's submission was evaluated by both instructors. The instructor's data was averaged and totaled to determine how many students met or did not meet instructor expectations.

    2. Assessment 1: Teamwork: Professional Deliverables

The first dimension of the teamwork assessment, regarding the students' ability to produce "professional deliverables" was initially assessed in fall of 2020. This assessment was conducted through the evaluation of a team oral presentation. The rubric was developed with extensive involvement of both course instructors and the faculty on the Undergraduate AOL and Curriculum Management Committee. The oral presentation was submitted through video recording which allowed each of the two instructors to evaluate each student.

        a. Rubric Results – Teamwork: Professional Deliverables 47 students evaluated.

---

[3] Hyflex courses are delivered fully online either synchronously during the scheduled class time or asynchronously via a recording in Canvas. The class is split into smaller groups by the instructor and required to attend on=campus sessions as assigned.

Professional Deliverable: Oral Presentation		Ratings		
Performance Dimensions:		Below Expectations	Meets Expectations	Exceeds Expectations
		Significantly Below Professional Level	Approaching Professional Level	Professional Level
Non-verbal skills	**Eye Contact:** Student is able to present the project while making effective eye contact with the audience.	43.6%	30.9%	25.5%
	Posture: Student is able to stand up straight and moves hands appropriately for emphasis.	36.2%	38.3%	25.5%
	Appearance: Student's physical appearance and attire are appropriately professional.	24.5%	50.0%	25.5%
Oral Skills	**Elocution:** Student uses a clear vocal tone and rhythm, so that all audience members can hear presentation.	6.4%	69.1%	24.5%
	Pronunciation: Student pronounces mostly everything clearly and correctly.	6.4%	69.1%	24.5%
Presentation	**Visual:** Student uses visual aid showing effort. Visual aid improves overall presentation.	36.2%	48.9%	14.9%
Content	**Organization:** Student presents information in a logical, interesting sequence which audience can easily follow.	11.7%	68.1%	20.2%
	Subject Knowledge: Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	14.9%	67.0%	18.1%
	Substance: Student makes recommendations based upon adequate evidence, analysis, and reasonable conclusions.	19.1%	58.5%	22.3%

b. Evaluation of Assessment Results

The results of the professional deliverables assessment yielded significant findings regarding certain performance goals. While students performed will generally on oral skills, and organization, and subject knowledge, 80% or greater performing at or above expectations in these areas, students did have deficiencies in non-verbal skills as well as presenting substantive analysis and conclusions. In these areas, the 19.1% -43.6% of students failed to meet expectations. The areas of Eye Contact, Posture, Appearance, and Visual Presentation were identified as areas for curriculum improvement. Detailed assessment data reports for all professional deliverables assessments are attached as Appendix G.

c. Curriculum Changes

The committee determined that to yield the best student performance results, it would be most beneficial to improve curriculum for these performance goals throughout Kelce's undergraduate curriculum. In addition to changes to be implemented in MGT 690 Business Strategy, the committee contacted and worked with the instructors for MGT 210 Business Professionalism. Business Professionalism is taught each fall and

spring semester, in 3-4 sections. Instructors for this course vary by semester. The committee worked with current instructors for this course to review the MGT 690 assessment results. The instructors worked together to implement a common curriculum to be presented to students in courses beginning in Fall 2021. In addition, instructors for MGT 690 worked together to develop common curriculum changes to implement in their courses, to be implemented by Fall 2021. The committee determined that the re-assessment should be completed in Fall 2021 in MGT 690. While doing so will capture the results of any improvements in student performance which were due to the curriculum improvements implemented in MGT 690, such student results would not reflect any curriculum changes implemented in MGT 210, as it is a sophomore level course and students taking the modified course would not be eligible to take MGT 690 Business Professionalism. The committee determined that the MGT 690 assessment should be repeated for this reason in Fall 2022.

i.   MGT 210 Curriculum Changes

Instructors of MGT 210 determined that each section would utilize "Big Interview" software to conduct a mock interview. This would be a graded assessment in which students would receive feedback on the non-verbal performance objectives, such as eye contact and professional appearance. Each MGT 210 section instituted a required group presentation, graded according to a common rubric. In addition, the courses adopted a common curriculum covering public speaking, delivering business presentations, and communicating with technology. Additional information regarding curriculum changes is attached as Appendix H.

ii.   MGT 690 Curriculum Changes

Curriculum changes introduced in MGT 690 included the addition of a unit on best practices for professional video presentation. Additional written instructional materials were also provided to students detailing guidelines for best practices as well. The instructor's summary of curriculum revisions specific to MGT 690 is attached as Appendix I.

3.   Assessment 2/Loop Closure: Teamwork: Professional Deliverables

a.   Rubric Results

The results of the second assessment for the professional deliverables dimension of the teamwork assessment were mixed. It is important to note that this first reassessment only captured the changes in student performance since the implementation of curriculum changes within the MGT 690 class, and not curriculum changes implemented in pre-requisite courses. Notwithstanding that fact, the results of the second assessment indicated that performance on non-verbal skills improved but remained stubbornly below established performance benchmarks.

Student eye-contact improved from 43.6% below expectations to 30% below expectations in the second assessment. Posture improved from 36.2% to 21% of students below expectations. Students presenting a professional appearance declined from 24.5% to 28% failing to meet expectations. The use of visual aids

during the presentation also declined, going from 36.2% below expectations to 44%. Lastly, students' ability to make substantive recommendations based on adequate evidence and analysis improved modestly from 19.1% to 17% below expectations.

Table II.C.3.b. Teamwork, Assessment 2 – Student Performance Results

Professional Deliverable: Oral Presentation		Ratings		
Performance Dimensions:		Below Expectations	Meets Expectations	Exceeds Expectations
		Significantly Below Professional Level	Approaching Professional Level	Professional Level
Non-verbal skills	**Eye Contact:** Student is able to present the project while making effective eye contact with the audience.	30%	54%	16%
	Posture: Student is able to stand up straight and moves hands appropriately for emphasis.	21%	59%	20%
	Appearance: Student's physical appearance and attire are appropriately professional.	28%	49%	23%
Oral Skills	**Elocution:** Student uses a clear vocal tone and rhythm, so that all audience members can hear presentation.	13%	70%	17%
	Pronunciation: Student pronounces mostly everything clearly and correctly.	09%	75%	16%
Presentation	**Visual:** Student uses visual aid showing effort. Visual aid improves overall presentation.	44%	47%	09%
Content	**Organization:** Student presents information in a logical, interesting sequence which the audience can easily follow.	18%	68%	13%
	Subject Knowledge: Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	24%	61%	15%
	Substance: Student makes recommendations based upon adequate evidence, analysis, and reasonable conclusions.	17%	67%	15%

b. Evaluation of Curriculum Changes

The second assessment of the teamwork competency indicated some improvement, but the results were not completely successful.   The committee recommended that faculty review the implementation of the previously agreed curriculum changes and develop new curriculum changes to further improve student results within the MGT 690 course. It is important to note that because some curriculum changes were made in a sophomore level course that these improvements would not yet be reflected in student results, as students enrolled in MGT 690 in the Fall of 2021 would not have taken MGT 210 after curriculum changes were implemented. Future testing in MGT 690 would capture benefits from the MGT 210 curriculum changes and might yield improved scores. The assessment will be administered again, when students enrolled in that course have taken the MGT 210 Business Professionalism course. Due to the number of semesters necessary to complete course work in MGT 210 and then become enrolled in MGT 690, this assessment cannot fully

capture improvements in student performance until the Fall 2023 semester. However, some students from the revised MGT 210 course could enroll in MGT 690 in advance of that date.

4. Assessment 3/Loop Closure 2: Teamwork: Professional Deliverables

a. Rubric Results

Professional Deliverable: Oral Presentation		Ratings		
Performance Dimensions:		Below Expectations	Meets Expectations	Exceeds Expectations
		Significantly Below Professional Level	Approaching Professional Level	Professional Level
Non-verbal skills	Eye Contact: Student is able to present the project while making effective eye contact with the audience.	41.6%	40.4%	18%
	Posture: Student is able to stand up straight and moves hands appropriately for emphasis.	36.5%	47.2%	16.9%
	Appearance: Student's physical appearance and attire are appropriately professional.	62.9%	16.9%	20.2%
Oral Skills	Elocution: Student uses a clear vocal tone and rhythm, so that all audience members can hear presentation.	10.1%	70.8%	19.1%
	Pronunciation: Student pronounces mostly everything clearly and correctly.	7.9%	74.2%	18%
Presentation	Visual: Student uses visual aid showing effort. Visual aid improves overall presentation.	12.4%	66.3%	21.3%
Content	Organization: Student presents information in a logical, interesting sequence which the audience can easily follow.	5.6%	71.9%	22.5%
	Subject Knowledge: Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	14.6%	55.1%	30.3%
	Substance: Student makes recommendations based upon adequate evidence, analysis, and reasonable conclusions.	15.7%	62.9%	21.3%

b. Evaluation

The results of the second reassessment of the professional deliverables portion of the teamwork assessment were mixed. This assessment was conducted primarily to capture the curriculum changes introduced in the MGT 210 Business Professionalism course, to the extent those changes can be captured.

The data yielded in this reassessment is impacted by the fact that the assessment was administered as a live in-person presentation. Instructors advise that in prior administrations of this assessment, the assignment was for an oral presentation which was pre-recorded by the student. As those assessments were submitted during 2020 and 2021, the impact of COVID-19 was to force what would normally be an in-person presentation into a pre-recorded presentation. Assessing instructors opined that students would have performed more poorly in a live in-person presentation rather than on a recorded presentation, because a recorded presentation can be re-recorded, for example.

The data indicates that in the problem dimensions of Eye Contact, Posture, and Appearance remained essentially the same as compared to student performance in fall of 2020 and declined as compared to student performance in fall 2021. Most notably, the percentage of students falling below expectations regarding appearance was 24.5% and 38% in 2020 and 2021, respectively. That percentage increased to a significant 62.9% in 2022. The assessing instructors advised that this was largely due to instructor error in effectively implementing guidance to students in two sections of the course.

On a brighter note, the visual dimension of this assessment showed substantial improvement. In the fall of 2020, the number of students failing to meet expectations was 36.2%. That number was reduced to 12.4% in the fall of 2022. Instructors note anecdotally that the general quality of the visual materials submitted by teams for the fall 2022 class was clearly substantially improved from prior semesters of the course. This is significant in that this is the first administration of the reassessment which would effectively capture the curriculum changes in both the MGT 210 Business Professionalism and MGT 690 Business Strategy courses which were designed to improve those visual aids.

The committee, upon reviewing the data provided from the second reassessment continues to identify the non-verbal skills portion of student performance as an issue needing additional curriculum development and recommends further development of assessments related to this learning competency.

       c. Curriculum Changes

Curriculum changes to address deficiencies identified by the second reassessment of the professional deliverables dimension are currently under development. The chair of the AOL and Curriculum Management Committee met with faculty teaching the MGT 690 course on June 1, 2023. The meeting reviewed the results of the prior three assessments and discussed strategies to improve student performance. Faculty were asked to work together to develop specific and uniform curriculum changes to implement in all sections of the course. The committee awaits the final version of these curriculum updates but expects such curriculum changes to be implemented in all courses by the Fall 2023 semester.

    5. Assessment 1: Teamwork: Peer Review

       a. Rubric Results – 47 student responses.

Teamwork: Peer Review	Ratings		
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
Participation	3%	20%	77%
Task Commitment	2%	17%	81%
Cooperation	4%	17%	79%
Respect	4.50%	16.50%	79%
Leadership	4.50%	19%	76%
Effort	2%	21%	77%
Attitude	4.50%	18%	77%
Problem Solving	2%	23%	75%
Total of 47 Assessment Responses			

b. Evaluation of peer review

The assessment results for the teamwork dimension were overwhelmingly positive. This part of the teamwork assessment was completed by using student surveys. It was noted that in every single teamwork area assessed, 95% of the students met or exceeded expectations. Due to these extremely positive results, the committee decided that none of these areas would be selected for curriculum change. Rather, the committee determined that the student survey should be re-administered in a later semester to test the robustness of this finding. The student survey was re-administered in Fall 2022. Detailed student survey data reports for teamwork peer review assessments are attached as Appendix J.

6. Assessment 2 – Teamwork – Fall 2022

a. Rubric Results – 92 students evaluated.

Teamwork: Peer Review	Ratings		
	Below Expectations	Meets Expectations	Exceeds Expectations
Participation	14%	37%	49%
Task Commitment	11%	37%	52%
Cooperation	14%	33%	53%
Respect	3%	47%	51%
Leadership	18%	34%	48%
Effort	16%	37%	47%
Attitude	4%	46%	51%
Problem Solving	10%	43%	47%
Total of 79 Assessment Responses			

b. Evaluation of Assessment

The results from the second administration of the Teamwork peer review survey were not as overwhelmingly positive as the first survey conducted. However, in every single dimension of the survey students met the 80% threshold established for student performance. The committee did not recommend reassessment for the peer review. The committee recommended that the Teamwork competency be assessed using different metrics in the upcoming AOL cycle. Such new metric would be best established after completion of a new curriculum matrix which will be completed in academic year 2023-2024.

D. Communication

1. Evaluation Method

The Communication learning competency was evaluated through MKTG 330 Principles of Marketing. MKTG 330 is a Kelce Core class, and therefore required of all business majors.

MKTG 330 was offered in 3 sections during the fall of 2021, at the time of the assessment. This course is generally offered as an in-person course; however, it is occasionally offered online. This course was assessed in Fall of 2021 during which it was offered in 3 sections all of which were in person. It was reassessed in Spring 2023, during this semester it was offered in two online sections and one in-person section.

The AOL committee worked with the instructors of MKTG 330 to develop a common rubric and the instructors worked together to develop a common assessment to measure the students' performance with respect to the communication learning competency. The assessment tool developed was in the form of a written paper. Each instructor graded submissions from his or her own class and the results were submitted to the committee for review. A more detailed version of the rubric designed to assess the communication learning competency is attached as Appendix K.

2. Assessment 1

a. Rubric Results – 109 students evaluated.

The results of the communication assessment were very positive. The results indicated that students were meeting expectations in every aspect of the communication learning competency. In each of the 5 dimensions: Focus, Development, Organization, Style, and Language Use and Mechanics, 94% or more of students met or exceeded expectations. Detailed student data reports for all communication assessments are attached as Appendix L.

Communication: Written	Ratings			
Performance Dimensions:	Withdrew	Below Expectations	Meets Expectations	Exceeds Expectations
	No submission	Significantly Below Professional Level	Approaching Professional Level	Professional Level
Focus	2.2%	2.2%	47.5%	48.2%
Development	2.2%	3.6%	48.9%	45.3%
Organization	2.2%	.7%	33.1%	64.0%
Style	2.2%	3.6%	36.0%	58.3%
Language Use and Mechanics	2.2%	2.9%	34.5%	60.4%

b. Curriculum Changes

Given the overwhelmingly positive results, the committee declined to make specific curriculum changes at this time. The committee decided to re-administer the assessment in the spring of 2023 to test the robustness of this finding.

3. Assessment 2

a. Rubric Results

Communication: Written	Ratings			
Performance Dimensions:	Withdrew	Below Expectations	Meets Expectations	Exceeds Expectations
	No submission	Significantly Below Professional Level	Approaching Professional Level	Professional Level
Focus	6.3%	4.2%	25.0%	64.6%
Development	6.3%	11.5%	25.0%	57.3%
Organization	6.3%	1.0%	24.0%	68.8%
Style	6.3%	2.1%	34.4%	57.3%
Language Use and Mechanics	6.3%	5.2%	40.6%	47.9%

b. Evaluation of Curriculum Changes

The results of the re-assessment for the communication learning competency remained high in the second assessment. The results were not as overwhelmingly positive as the first assessment but remained well above the 80% benchmark for student performance.

Evaluation of this second assessment was modified. Because of the departure of a faculty person teaching this course, the sections were taught by one instructor. The AOL committee tries to ensure that each subjective assessment is completed with two or more evaluators. In this case, a second marketing faculty member provided a second assessment of submissions. The results were averaged.

The instructor noted that generally, the submissions from this second assessment, despite the contrary indication from the results, were of substantially higher quality than the prior semester. The discrepancy in results is likely related to a difference in the application of the rubric between the instructor in the initial assessment and the second marketing professor brought in to evaluate the second assessment. The instructor opined that this improvement may be related to the use of artificial intelligence to assist in creating the submission. This is an issue which will need to be considered in any future assessments of this learning competency.

The committee recommended a reevaluation of this competency, and to consider modification of the competency, or the rubric to ensure accurate measures of student performance.

E. MFT

1. The Educational Testing Service's Majors Field Test is administered in the spring semester of each academic year for students enrolled in the capstone MGT 690 Business Strategy course. Thus, students from all Kelce majors are represented in our sample. The test provides measures of student proficiency/competency across a standard array of business disciplines which can be used for benchmarking against nationally established norms.

2. MFT Results Spring 2018- Spring 2022[4]

Historical Tables of MFT Results by Tested Discipline:

Spring 2018 – 117 students tested.

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Accounting	45	43.1
2	Economics	44	40.1
3	Management	67	61.1
4	Quantitative Business Analysis	39	34.0
5	Finance	49	43.1
6	Marketing	54	50.4
7	Legal and Social Environment	50	46.8
8	Information Systems	56	51.4
9	International Issues	45	39.5

---

[4] Data for 2019 is unavailable. The Undergraduate MFT was not administered that term due to the hazardous conditions for travel caused by an ice storm on the scheduled exam date.

Spring 2020 – 88 students tested.

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Accounting	44	43.1
2	Economics	43	40.1
3	Management	67	61.1
4	Quantitative Business Analysis	35	34.0
5	Finance	45	43.1
6	Marketing	54	50.4
7	Legal and Social Environment	49	46.8
8	Information Systems	51	51.4
9	International Issues	41	39.5

Spring 2021 – 80 students tested.

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Accounting	45	43.1
2	Economics	40	40.1
3	Management	63	61.1
4	Quantitative Business Analysis	34	34.0
5	Finance	46	43.1
6	Marketing	52	50.4
7	Legal and Social Environment	45	46.8
8	Information Systems	51	51.4
9	International Issues	41	39.5

Spring 2022- 87 students tested.

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Accounting	43	41.2
2	Economics	51	50.5
3	Management	61	57.0
4	Quantitative Business Analysis	35	34.0
5	Finance	45	41.4
6	Marketing	54	52.0
7	Legal and Social Environment	59	50.8
8	Information Systems	42	40.5
9	International Issues	47	44.6

3. MFT Recommended Curriculum Changes/Evaluation

The results of the MFT scores are substantially positive across disciplines and time. Kelce Business students consistently perform on par or above students tested nationally regarding substantive business knowledge. In some cases, student performance was substantially above national averages. There were years in which students fell slightly below national averages, but these results were generally within one percentage point of the national average and did not continue year to year.

The AOL and Curriculum Management Committee determined that data relating to the MFT should be shared with Kelce faculty. In particular, the granular data regarding performance on specific dimensions should be made available to faculty teaching in those areas so that any deficiencies can be addressed by faculty in their courses.

III.   Indirect Measures

A. Data related to General Business Studies Degree

1. Student Survey Results

Over the past twenty years, the KCOB offered seven majors within its BBA program. Each major reflected a distinct discipline, and no general business degree was available. The Kelce Strategic Plan called for an exploration of a general business degree to benefit students interested in pursuing careers in small business and entrepreneurship – career paths which are not siloed by disciplinary boundaries but require the "wearing of multiple hats" for success. The outcome of a strategic planning retreat in 2020-2021 resulted in a proposal to create a general business degree whereby students could tailor their own major by combining existing minors or certificates. Thus, students could structure a program of study to meet their specific individual needs by choosing those areas that match their career aspirations. No new courses or faculty resources would be required to offer this new degree labeled "Business Studies."

In Fall 2021, every Pittsburg State University student enrolled in the Gorilla Gateway course[5] was surveyed about his or her opinions concerning the potential of creating the proposed new Business Studies BBA. The survey provided a brief overview of the proposed Business Studies major and described how stacking existing minors and certificates would provide students with the option to tailor a multidisciplinary degree to meet their own individual career goals. Students were asked the following question: "How appealing do you find this idea of combining minors and certificates together to create your own interdisciplinary major?" Using a four-point Likert scale, 50 percent responded "very appealing" and another 45 percent responded "somewhat appealing." Only five percent of those responding found the idea "very unappealing" or "somewhat unappealing." Thus, 95 percent of those completing the survey expressed a positive personal interest in the Business Studies major (Figures 1 & 2). The results were similar when the respondents were

---

[5] Gorilla Gateway is a course (2 hours) specifically developed to help students better understand their surroundings and the services provided at PSU as well as develop essential life-long skills such as financial literacy, information and digital literacy, self-management, professional development, and leadership initiative.

asked how they thought other students would view the program – 92.5 percent believed other students would find the proposed Business Studies major appealing.

Anecdotally, the Business Studies degree is attractive to students for several reasons including:

a. The program allows students to customize their education to fit their career plans.
b. Sometimes students may be uncertain of their future career path and need to flexibility to explore alternative study opportunities.
c. Today's work environment requires greater flexibility and adaptability than in the past. Breadth of knowledge is as essential as depth of knowledge to navigate an upward career path.

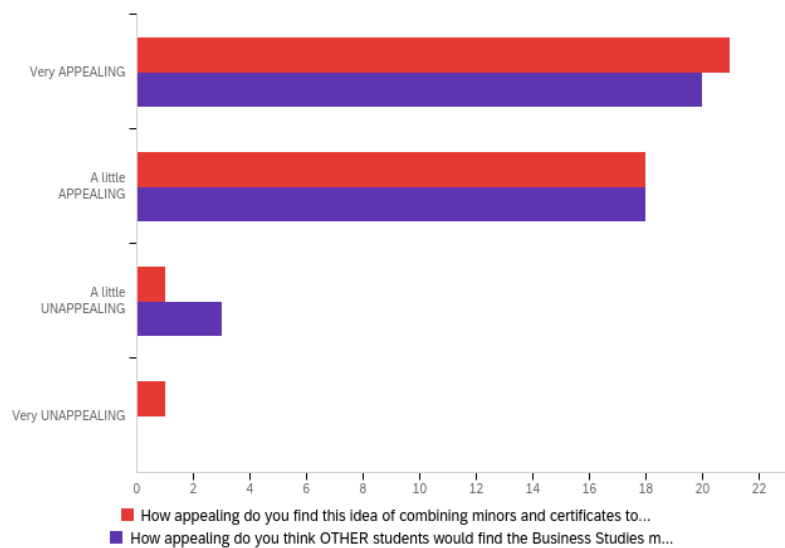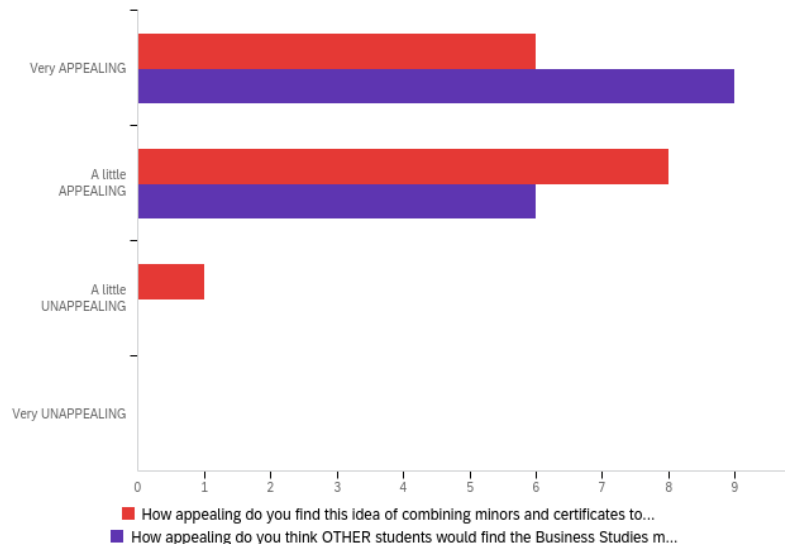Figure III.A.1.a.: Survey Responses from Declared Business Majors

Figure III.A.1.b.: Survey Responses from Undeclared Students

The survey results and anecdotal evidence clearly indicated that new students with a desire to major in business found the proposed Business Studies major an option worthy of their consideration. The ability to individualize a program of study is an attractive idea for many students at the beginning of their college experience. The committee believes these findings indicate that the program will be successful and provide a new avenue for student recruitment.

2. Curriculum Recommendations

The freshman survey clearly indicated a strong demand for the BBA degree in Business Studies. Kelce faculty quickly developed a program proposal. The 120-credit hour program requires students to select a combination of at least two disciplinary minors and/or certificate course sequence offered by the Kelce College of Business, in addition to those required in Pitt State Pathway (general education) and Kelce Core. The minors and certificates must comprise at least 21 unique upper-division credit hours. The novel idea behind the new program is to allow students to "stack" existing minors and certificate and hereby build a customized interdisciplinary major to suit their career goals.

At the time of the proposal, Kelce offered the following minors and certificate programs:

Disciplinary Minors: Accounting, Business Economics, Computing, Fraud Examination, Internal Auditing, Marketing, and International Business

Certificate Programs: Internal Auditing, Professional Sales & Sales Management, Kansas Insurance Certificate

To ensure students have the ability to mix and match minors and certificates across any of the disciplinary areas of study offered by Kelce, two new minors (Finance and Management) were also created.

The Business Studies program was legislated through the Pitt State curriculum approval process and approved by the Kansas Board of Regents in the Spring of 2022. The first students were enrolled in the Fall semester of 2023. As a major without a traditional disciplinary home, the Director of Student Relations and Engagement will oversee the program and formally serve as the Business Studies Program Director.

B. Undergraduate Graduating Senior Survey

In Spring 2022, the Undergraduate AOL and Curriculum Management Committee surveyed under-graduate graduating seniors through their capstone course (MGT 690 Business Strategy) regarding their Kelce College experience, as well as about their post-graduation plans. The questionnaire can be found in Appendix M.

The committee received 62 completed surveys from the graduating class and every Kelce major is represented. Among those, about 55% respondents were male and 44% were female. Almost 94% of them were 20 – 24 years old. The sample's demographics appeared to be representative of the overall Pitt State undergraduate student body.

One of the survey questions the committee paid close attention to is whether students were able to develop key learning competencies the college focuses on, namely communication skills, teamwork skills, IT skills, and critical thinking skills. Using a seven-point Likert scale with 1 being poor and 7 being excellent, students' self-reported ratings are displayed in Tables III.B.1.a-b.

Table III.B.1.a.

	Communication	Teamwork	Critical Thinking	IT
1 – poor	3.2%	3.3%	3.2%	8.1%
2	0%	1.7%	0%	6.5%
3	8.1%	10.0%	8.1%	14.5%
4	8.1%	15.0%	9.7%	21.0%
5	27.4%	21.7%	19.4%	25.8%
6	19.4%	15.0%	21.0%	4.9%
7 – excellent	33.87%	33.3%	38.7%	19.4%
Average Score (out of 7)	5.5	5.3	5.6	4.4

To identify potential areas for curriculum development, students were asked if there are specific skills or learning areas that Kelce could add or improve upon within its curriculum that would benefit future graduates. Among the responses, here are the heavily mentioned areas that Kelce could focus on in the near future:
- Real world experiences in terms of more case studies and hands-on opportunities.
- Specific software and coding language used heavily in the industry including Tableau, SQL, Excel, R, and Alteryx.
- Basic graphic design training for marketing majors.

Finally, students were asked to rate their Kelce experience in various aspects on a seven-point Likert scale (1 – poor; 7 – excellent). The committee found students are satisfied with the overall experience, but there are certainly areas to improve.

Table III.B.1.b.

	Interaction between students and faculty	Teaching Quality	Academic Advising	Student Organizations
1 – poor	4.9%	3.3%	8.2%	9.8%
2	0%	1.7%	4.9%	3.3%
3	3.3%	6.7%	1.6%	9.8%
4	14.8%	16.7%	13.1%	18.0%
5	19.7%	21.7%	19.7%	19.7%
6	26.2%	31.7%	13.1%	18.0%
7 – excellent	31.2%	18.3%	39.3%	21.3%
Average Score (out of 7)	5.5	5.2	5.3	4.7

IV. Faculty Engagement

A. In accordance with KCOB's effort to reinvigorate its AOL process, existing faculty engagement efforts were continued, and additional efforts were undertaken to increase faculty involvement in the AOL process.

   6. Previously Existing Faculty Engagement Efforts

      a. AOL and Curriculum Management Committees. The AOL process is divided into two committees, undergraduate and graduate. The Undergraduate and Graduate AOL and Curriculum Management Committees are each comprised of one representative from each of the Kelce BBA majors. Each major's representative is responsible for assisting with communication regarding AOL efforts within his or her discipline. Such committee member is responsible for working with faculty who have courses selected for assessment within his or her discipline. Committee members are assigned to the AOL committee in three-year terms on a rotating basis, meaning that all faculty will eventually serve on the Undergraduate AOL and Curriculum Management Committee.

      b. Lunch and Learn programming through the Faculty Development Committee. Dr. Theresa Presley, AOL committee chair during the 2019-2020 academic year gave a presentation on Kelce AOL topics on September 18, 2018. At this meeting faculty were surveyed regarding their opinions regarding the importance of student learning competencies. Data yielded during that faculty presentation was utilized when developing the learning competencies for the 2018-2023 AOL cycle. Another faculty presentation occurred as part of the FDC's workshop series in Fall 2024 which summarized the efforts for the previous and upcoming AOL cycles.

      c. AOL updates at faculty meetings. At the close of each semester faculty gather for a college-wide faculty meeting. The chairs of each of the undergraduate and graduate committees speak directly to fellow faculty members to provide all faculty with an update on the status of AOL efforts.

   2. New Faculty Engagement Efforts

      a. Curriculum Matrix. The Undergraduate AOL and Curriculum Management Committee established a permanent procedure wherein all Kelce faculty, including full-time and adjunct faculty, complete a survey regarding learning competencies taught in each Kelce course offered. Each faculty member completes a separate survey for each course taught within the Kelce College of Business. The surveys are used to create a curriculum matrix identifying what learning goals and competencies are taught in each Kelce course. Such matrix provides the AOL committee with essential data on which learning competencies are being taught and in what detail, as well as helping to identify courses to be utilized for assessment and potential curriculum revision.

b. <u>Canvas Community</u>. The undergraduate committee determined that a procedure was necessary to provide faculty with detailed information regarding the data that was obtained through the AOL process. After discussion, it was determined that the most efficient way to provide this data was to set up a Canvas Community for all Kelce faculty. The committee posts all AOL data from assessments so that the detailed data and efforts can be viewed by the faculty at any time.

Undergraduate AOL Report
APPDENDICES

Artifacts from each of the AOL assessment activities described in this report can be found in the electronic appendices located here:

https://pittstate.edu/business/faculty/aol-2023-appendicies.html

Assurance of Learning Report 2018-2013
Kelce Graduate School of Business

Overview

The Kelce Graduate School of Business offers two graduate programs: (1) the Master of Business Administration (MBA) degree program, and (2) the Master of Professional Accountancy (MPAcc) degree program. The MBA is provided in two formats or modalities to accommodate the needs and diverse characteristics of graduate students. The original, traditional semester-based and state-supported MBA program has been offered since 1975 and is currently taught in face-to-face, online or hybrid classes. The fully online modality, called the Professional MBA (PMBA), was launched in January 2019 and is designed for place-bound distance students. This program is facilitated with an external program management firm, Academic Partnerships (AP), which provides marketing, recruitment, and enrollment management support. The contract with AP is a revenue-sharing agreement and the Kelce College receives a share of the university's overall earnings. Ours is the first, and currently only, agreement of this type on the Pitt State campus. Kelce faculty who volunteer to teach PMBA courses receive overload compensation. Regardless of the traditional or fully online modality, the MBA program follows the same curriculum designed and overseen by the graduate business faculty. The traditional semester-based MBA can be completed by students in three semesters on average. The fully online PMBA is an accelerated program that is offered in 7-week sessions (two sessions in the regular semester and one summer session) and can be completed over one calendar year.

The Master of Professional Accountancy (MPAcc) is a 4+1 program that provides undergraduate accounting majors the opportunity to complete the 150 credit hours required to sit for the CPA examination. Students are admitted to the MPAcc as seniors and a select number of courses double count toward the requirements for both their BBA and the MPAcc. Given its unique format, the MPAcc program is open only to Pitt State accounting majors. It was launched in the fall 2018, the beginning of the current accreditation cycle.

The graduate Assurance of Learning (AOL) process is coordinated by the Associate Dean for the Kelce Graduate School of Business and the Director of the Kelce Graduate Programs who both work together with the Graduate AOL and Curricula Management Committee (GAOLCM) to assess each graduate student learning objective at least twice during the five-year accreditation cycle. The GAOLCM consists of full-time faculty teaching in the program (with the Graduate

Associate Dean, Kelce Director of Graduate Programs, and one external faculty member serving as ex-officio) and meets regularly to discuss learning goals and objectives, assessment tools, results, and areas for improvement.

Chairmanship/leadership of the GAOLCM has changed several times due to administrative reorganization, retirements, and changes and adjustments related to the COVID-19 pandemic (2020-22). After attending an AACSB AOL, the Graduate Associate Dean worked with the committee to review and revise the student learning goals, objectives, and assessment methods as well as managed the collection of assessment data. Regarding the MPAcc program, given that the program started in fall 2018 and that the number of accounting students entering the program since its launch was very low, assessment measures, specifically surveys, were not feasible. Nevertheless, the accounting faculty identified two learning goals and objectives: communication skills and research skills. Results for the MPAcc were collected and analyzed over this past year, and additional assessment work is planned.

Master of Business Administration (MBA) Program

The graduate faculty of the Kelce College of Business identified the following five goals and learning competencies based on the college's mission, the existing MBA curriculum, and results from surveys of graduating MBA students, alumni, and employers.

MBA Learning Goals and Objectives

Goal Statement	Learning Competency
1. **Teamwork:** Our graduates will be constructive team players.	Our graduates can work collaboratively in a diverse team to produce a professional deliverable.
2. **Problem Solving:** Our graduates will be effective problem-solvers.	Our graduates can apply critical thinking skills to analyze and solve a business problem.
3. **Global Awareness:** Our graduates will be knowledgeable about business issues in a global environment.	Our graduates can analyze and integrate global factors relevant to a business situation.
4. **Ethical Decision-Making:** Our graduates will be ethical decision-makers.	Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.
5. **Confident Leadership:** Our graduates will be confident leaders.	Our graduates will be able to apply and integrate leadership theories, methods, and behaviors to a business situation.

MBA AOL Map and Schedule

The following table shows the relevant courses and timeline of gathering direct in-class assessment data on various direct measures related to each MBA learning competency. It shows the specific courses where each learning competency is assessed using a variety of methods including case assignments, embedded test questions, surveys, and simulation. The student outcomes are evaluated using faculty-developed rubrics. Based on the rubrics, the Kelce College of Business and specifically the college's undergraduate and graduate AOL committees have determined that the acceptable score for each learning competency is 80%. Moreover, more than one faculty member (or external party) is involved in the application and assessment of direct measures so as to ensure rater reliability. The purpose of the assessment of learning (AOL) process is to collect student results pertaining to each learning competency, implementing curricular action or changes when deemed necessary, and then remeasuring the impact of the actions ("closing the loop"). Each MBA student learning competency was assessed multiple times over the past five-year period and applied to the different teaching modalities (face-to-face versus online). The student learning objectives are assessed separately for the traditional program and the fully online modality to assure that the quality of instruction and outcomes are similar. However, due to course scheduling, COVID-19 interruptions, and other external factors, not all competencies were measured across the two formats within the traditional semester-based program and therefore, not all have direct comparisons in the PMBA assessments. (Note: Students are not allowed to take courses across the traditional MBA program and the PMBA program. Thus, MBA students take all of their coursework in either the 16-week format *or* the 7-week accelerated format – not a combination of the two.)

AOL Map and Schedule – MBA

Learning Competency	Course	Tool(s)	2019-2020	2020-2021	2021-2022	2022-2023
Teamwork: Our graduates can work collaboratively in a diverse team to produce a professional deliverable.	MKTG 839 (Marketing Strategy)	Project	WF19 (PMBA)	SP21 (MBA)	SP22 (MBA)	WF22 (PMBA) SP23 (MBA)
Problem Solving: Our graduates can apply critical thinking skills to analyze and solve a business problem.	MGT 826 (Quantitative Business Analysis)	Project, problems			SP22 (MBA); SP22 (PMBA)	WF22 (MBA); WF22 (PMBA)
Global Awareness: Our graduates can analyze and integrate	IB 831 (International Business)	Cases, embedded test questions		WF20 (MBA)	WF21 (MBA);	WF22 (PMBA)

					WF21 (PMBA)	
Ethical Decision-Making: Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.	MGT 830 (Business, Government and Society)	Embedded test questions	WF19; SP19 (PMBA)	WF20; SP21 (PMBA)	WF21; SP22 (PMBA)	WF22 (PMBA)
Competent Leadership: Our graduates will be able to apply and integrate leadership theories, methods, and behaviors to a business situation.	MGT 828 (Leadership and Behavioral Management)	Survey, Questionnaire			SUM22 (PMBA)	WF22 (MBA); WF22 (PMBA); SP23 (PMBA)

MBA AOL Outcomes

MBA Goal 1: Teamwork

Learning Competency: Our graduates can work collaboratively in a diverse team to produce a professional deliverable.

Assessment Tool: Team project in MKTG 839 Marketing Strategy.

GOAL STATEMENT	TOOL(S)	TERM
1. Our graduates will be constructive team players.	Team project in MKTG 839 using a client-based project in MBA courses and a simulation product called MarkStrat in PMBA courses.	SP19; SP21;SP22;SP23
FINDING	**ACTION**	**RESULTS**
Face-to-Face: (Spring 2019 through Spring 2023) This competency was assessed using the learner outcomes of a major client-based research project. Multiple assessments were completed over four years in traditional MBA face-to-face sections. Dimensions of teamwork were collaboratively assessed by the instructor and the client to provide external validation.	In the initial assessment and in each of the following assessments the 80 percent or higher proficiency was met. Thus, no curricular revisions were warranted in this case.	No curricular changes warranted for face-to-face modality.

Online: (Spring 2019 and Fall 2022)	In Fall 2022, online teaming was again attempted.	Future Direction

Online:
(Spring 2019 and Fall 2022)

MarkStrat, a commercial simulation product, was used in Spring 2019 (online PMBA marketing class) to test its usefulness in developing teaming skills in an online environment. Students were assigned to teams for the simulation. The teams were not competing against each other in the simulation. An early assignment was the development of the team charter, aimed at getting students to agree on work process. Ideally, with effective teaming, performance improves. This did not happen – only two of the six teams saw improved performance (data in Appendix Exhibit #1) from the first round to the last round. The process of using the simulation was complex and frustrating and did not lend itself to achievement of goal nor did the content of the simulation align with the content of the course. There were few mechanisms for students to confer easily nor was there structure in developing team processes.

Issues:
- Lack of team development opportunities
- Lack of organized communication space
- Misalignment with course goals and objectives
- Less authentic context with a simulation than with a live client.

In Fall 2022, online teaming was again attempted. This time, the attempt was aimed at replicating as closely as possible the teaming efforts that occur in the face-to-face courses. New technologies available in our LMS as well as the increased comfort and acceptance of working together online allowed for the use of a live client with a deliverable. The primary goal here was to see more extensive communication within the team. Students were asked about the usefulness of the various methods – only a small number of students found the methods not helpful (data below). Although the discussion boards need work, students did use them to discuss the project.

Outcomes:
- Team Development – directed work provides for development of team norms and working styles. This included worksheets (individual and group) that walked learners through the process of team formation.
- Team communication – team-specific space and discussion boards were used to increase communication within the team.
- Alignment with course goals – the new process allowed for a live client to be used. This aligns with the face-to-face version of the course.
- Authenticity – the project, working with a live client, was seen as more meaningful as opposed to a simulation, which students often view as inauthentic.

Future Direction
Many of the online issues were in the instructor's implementation of the elements and are easily addressed. The focus on the next iteration will be on evaluating student learning more deeply.

MBA Goal 2: Problem Solving

Learning Competency: Our graduates can apply critical thinking skills to analyze and solve a business problem.

Assessment Tool: Project and problems in MGT 826 Quantitative Business Analysis.

GOAL	TOOL(S)	TERM
Our graduates will be effective problem-solvers.	Project and problems in MGT 826 Quantitative Business Analysis.	SP22 (MBA); WF22 (MBA); SP22 (PMBA); WF22 (PMBA)
FINDING	ACTION	RESULTS
Traditional: The traditional semester-based MGT 826 (WF22) uses a statistical project, which requires students to analyze real-world data and forecast the future with a forecasting model chosen to answer five questions. Each student uses the Minitab statistical software package to answer questions based on the computer output obtained from the model used. For Spring 2022, about 25% of the students did not meet expectations (see Exhibit #2 in Appendix).	For the follow-up semester, more time and emphasis were placed on helping students with model development and interpretation of results.	Results showed a marked and significant improvement in student outcomes for WF2022 (see Exhibit #2 in Appendix) for the traditional MBA students.
Online PMBA: Similarly, for the fully online Professional MBA modality, another instructor assessed the learning goal using problems, assignments, and a statistical software package. Scores for approximately 10% of the students in spring 2022 were below expectations, mainly in the areas of model application and interpretation of results. (See Exhibit #2 in Appendix	For the follow-up semester, more time and emphasis were placed on helping students with model development and interpretation of results.	Results showed a marked and significant improvement in student outcomes for WF2022 (see Exhibit #2 in Appendix) for the online PMBA students.

MBA Goal 3: Global Awareness

Learning Competency: Our graduates can analyze and integrate global factors relevant to a business situation.

Assessment Tool: Cases and embedded test questions in IB 831 International Business.

GOAL	TOOL(S)	TERM
Our graduates will be knowledgeable about business issues in a global environment.	Cases and embedded test questions in IB 831 International Business.	WF20 (MBA); WF21 (MBA); WF21 (PMBA); WF22 (PMBA)
FINDING	**ACTION**	**RESULTS**
Traditional (Face-to-Face and Online): The MBA program learning objective on globalization has three dimensions: globalization or human environment; trade basics and policies; global markets and entry. Two instructors served as assessors for the traditional and online modalities. The tools used were case assignments with rubrics (for traditional MBA) as well as embedded test questions (for traditional MBA and fully online PMBA). Sample sizes are much smaller for the traditional MBA than those for the fully online PMBA classes. Results indicated that students in the traditional semester-based MBA performed below expectations in the dimensions related to globalization and human environment as well as in trade theories and policies. This finding is consistent regardless of whether the class was face-to-face (using test questions) or online (using cases).	For the following assessment periods, the instructors/assessors spent more time and resources focusing on the human environment (using the PESTEL – political, economic, social, technological, environment, and legal analysis), international trade theories and commercial policies and incorporated more current events and more real-world examples as well as utilized more government agency websites such as the U.S. Export-Import Bank, the U.S. Department of Commerce (federal and state-levels), and the small Business Administration.	Although the results showed significant improvement in students' understanding of the various dimensions of international business, the plan is to continue to improve lectures (ex., guest speakers), incorporate more current examples, and add more assessors.
Online PMBA: Although the online PMBA class sizes were larger, the assessment measures found similar deficiencies. See Exhibit #3 in Appendix for sample student measures.	Same as above.	Same as above.

MBA Goal 4: Ethical Decision-Making

Learning Competency: Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.

Assessment Tool: Embedded test questions in MGT 830 Business, Government, and Society.

GOAL	TOOL(S)	TERM
Our graduates will be ethical decision-makers.	Embedded test questions in MGT 830 Business, Government, and Society.	MBA (WF22 in-person; SP23 online) PMBA (WF19; SP20; WF20; SP21; WF21; SP22; WF22)

FINDING	ACTION	RESULTS
The same instructor regularly taught the course, MGT 830 Business, Government & Society, for both the semester-based traditional MBA and the fully online PMBA modality. Embedded multiple choice test questions were used to assess various areas or dimensions of the learning objective dealing with ethical decision-making. Traditional(Face-to-Face and Online): For the traditional MBA, the instructor assessed twice: winter/fall 2022 and spring 2023. The WF22 class was in-person while the SP23 class was online. The finding from the assessment test questions show that the students performed above expectations in both types of modalities. PMBA: For its part, the fully online 7-week based Professional MBA was assessed over a more semesters (WF19 to WF22) to identify trends. The initial outcomes (for WF19) showed students performed below expectations in three areas: (1) analyzing ethical problems using generally accepted ethics theories; (2) creating effective ethics policies; (3) constructing successful ethics reporting mechanisms.	No curricular actions warranted based on results. To address the deficiencies, the instructor used newer edition of the textbook, updated lectures and PowerPoint slides, added more videos on topics such as ethics, global citizenship, and employment law, and assigned more case assignments and discussion posts.	Will continue to monitor going forward. PMBA students performed much better on their tests after remediation. See sample results in Exhibit #4 of Appendix.

MBA Goal 5: Confident Leadership

Learning Competency: Our graduates will be able to apply and integrate leadership theories, methods, and behaviors to a business situation.

Assessment Tool: Survey or questionnaire in MGT 828 Leadership and Behavioral Management.

GOAL	TOOL(S)	TERM
Our graduates will be confident leaders.	Survey/questionnaire in MGT 828 Leadership and Behavioral Management.	SUM22 (PMBA);WF22 (MBA); WF22 (PMBA); SP23 (PMBA)
FINDING	**ACTION**	**RESULTS**
The Leadership Behavior Questionnaire is designed to measure two major types of leadership behaviors: task and relationship. Task leadership refers to the degree in which a student is task directed toward others when in a leadership position. Relationship leadership is a measure of the degree to which a student makes followers feel comfortable with themselves, each other and the group itself. The results for both traditional MBA students and PMBA students were similar and indicated strong cores in both aspects of leadership behavior. Traditional and Online PMBA: After administering the Leadership Behavior Questionnaire, an instructor felt that the relationship leadership behavior could be improved even though the results were positive. The instructor employed an additional text for the subsequent sections.	For the Spring 2023 session, the instructor utilized *Leadership 2.0* by Travis Bradberry and Jean Greaves. Leadership 2.0 is a text focused on increasing core and adaptive leadership skills. Through recorded lectures and course assignments, the instructor focused heavily on the four components of Emotional Intelligence: self-awareness, self-management, social awareness, and relationship management. The personal and social competencies learned through EI are critically important for relational leadership. Students were required to complete the 360° Refined test which measures all 22 core and adaptive leadership skills. The survey also provides an analysis of each student's score profile to determine which strategies they should focus on to increase certain leadership skills, relationship management being one of them. The class used the survey results in discussion board/homework assignments so that students could discuss how they planned to use said strategies to develop their leadership skills.	Results were strong, with marked improvement in the relationship leadership behavior dimension of the learning objective. See Exhibit #5 in Appendix.

Comparing Student Outcomes: Traditional MBA vs. Online PMBA

The Graduate Assurance of Learning and Curricular Management Committee employed two direct methods to evaluate whether the student outcomes from the fully online modality (Professional MBA) are comparable to the semester-based traditional MBA – grade distributions and results from the Educational Testing Service's Major Field Test (MFT).

Grade Distributions – Data from three required core MBA courses are shown below. The same course is taught by the same professor but in different modalities (face-to-face vs. fully online; semester vs. 7-week PMBA). The courses are MGT 828 (which assesses leadership), MGT 830 (assesses ethical decision-making), and MGT 895, the capstone integrative course.

Comparative Grade Distributions (Same instructor for same course in different modalities)

	F2F Class	Online Class (PMBA)	F2F Class	Online Class (PMBA)	F2F Class	Online Class (PMBA)
	MGT 828-01 (WF21)	MGT 828-60 (WF21)	MGT 830-01 (WF21)	MGT 830-65 (WF21)	MGT 895-01 (SP22)	MGT 895-65 (SP22)
Grade						
A	15 (79%)	33 (86.9%)	20 (95%)	51 (94.4%)	13 (76.5%)	24 (80%)
B	4 (21%)	4 (10.5%)	1 (5%)	2 (3.7%)	3 (17.6%)	5 (16.7%)
C				1 (1.9%)	1 (5.9%)	1 (3.3%)
D						
F		1 (2.6%)				
Class size	19	38	21	54	17	30

The instructor held all students, regardless of modality, to the same grading standards. The table reveals that the distribution of final grades of MBA students are very similar between modalities – there are no statistically significant differences apparent overall.

Major Field Test (MFT) – The MFT is a nationally normed standardized exam often used for bench-marking MBA student outcomes across peer and aspirational institutions. The MFT is administered to our graduating MBA students in the capstone course, MGT 895 Strategic Management. The MFT tests the competencies/proficiencies of students in the various fields of study (marketing, management, finance, accounting, and strategic integration) integral to all MBA programs.

For AOL purposes, the MFT provides an opportunity to examine the relative efficacy of our two delivery modes for the MBA – traditional on-campus versus accelerated online. Comparison of student performance on the graduate MFT for these two cohorts and for the national norm are shown in the table below for the most recent administrations of the test.

Graduate MFT Mean Score by Delivery Mode, 2022 and 2023

Assessment Area	Kelce Traditional MBA	Kelce Online PMBA	National Norm
2022			
Marketing	64	62	57.9
Management	53	53	54.5
Finance	40	26	35.1
Accounting	37	40	39.8
Strategic Integration	51	49	48.1
2023			
Marketing	52	63	57.8
Management	49	60	54.5
Finance	33	32	35.1
Accounting	33	39	39.8
Strategic Integration	41	52	48.1

Additional detailed data from these administrations of the MFT can be found in Exhibit 6 of the Appendix.

Several interesting results are revealed in the table. First, in 2022, both the traditional MBA and the online PMBA cohorts consistently scored above the national means, except in one instance – the PMBA students performed well below the national norm in the area of Finance. Second, in 2023, the PMBA means scores exceeded the traditional MBA across all fields except for Finance. Third, the traditional MBA means in 2023 are consistently below those found the year before in 2022 and also consistently below the national norm. Thus, the online PMBA results appear to be on par with the traditional MBA results except in the area of Finance. Furthermore, in one of the two years reported here, the online-only students actually showed greater proficiency than the traditional campus-based students. The relatively low scores for the traditional MBA students in 2023 are surprising given that our historical data are much closer to the national norms relative to those seen in 2022. Whether this is an anomaly of the test administration, or this particular cohort of students, will be explored as additional years of data are collected. Regardless, given the MFT results for the performance of online students in Finance, the committee will explore the possibility of adding a new learning competency in finance that ensure closer monitoring of this deficit.

Indirect Assessment Measures:

In previous accreditation cycles, the Kelce College of Business routinely surveyed graduating MBA students as well as employers to construct a broad-brush assessment of the overall program in terms of student experience and employer expectations. Several factors including college reorganization, committee leadership and membership changes as well as the pandemic effects on normal school operations contributed to the halt/delay of indirect assessment efforts. Steps were undertaken to restart the survey process during the 2022-2023 academic year. Below we briefly review the results of MBA Graduates Survey and the Employer Survey.

1. **Survey of graduating MBA students (SP23)**

   MBA students taking the final capstone course (MGT 895 Strategic Management) in both the traditional MBA and the online PMBA were surveyed in spring 2023. Two separate MBA surveys (one for the traditional students and the other for online PMBA) were developed by the Graduate AOL Committee and the surveys were distributed via Qualtrics. There were 15 responses from the traditional MBA class and 10 in the online PMBA. Results from these graduating student surveys, Traditional and Online PMBA, are shown below.

Kelce MBA Student Survey: Traditional Program		
Scale: 1 = Very Poor . . . . . . 7 = Exceptional		
Assessment Year	2023	
Number of Respondents	15	
Please rate your satisfaction with Kelce COB regarding your growth and development in …		
Communication skills	5.53	
Teamwork skills	5.43	
Critical thinking skills	5.57	
Information technology skills	4.53	
Business ethics	5.57	
Global business issues	5.50	
Political issues	4.79	
Economic Issues	5.43	
Legal/regulatory issues	5.07	
Environmental issues	4.86	
Diversity issues	5.21	
Desire to continue learning	5.36	
Overall personal development	5.67	

Please rate your satisfaction with the following aspects of your Kelce COB experience:		
Interaction between faculty and students	5.64	
Teaching modality (in-person, online, hybrid)	5.33	
Teaching quality	5.00	
Academic & career advising	5.27	
Student organizations	5.14	
Other activities (internship, study abroad, conferences/trips, etc.)	4.40	
How well did the Kelce College of Business prepare you for your career?		
Extremely well or very well	73% of respondents	

Kelce MBA Student Survey: PMBA Program		
Scale: 1 = Very Poor . . . . . . 7 = Exceptional		
Assessment Year	2023	
Number of Respondents	10	
Please rate your satisfaction with Kelce COB regarding your growth and development in …		
Communication skills	5.70	
Teamwork skills	5.10	
Critical thinking skills	6.00	
Information technology skills	5.70	
Business ethics	6.10	
Business analytics skills	6.00	
Global business issues	5.60	
Political issues	5.30	
Economic Issues	5.90	
Legal/regulatory issues	5.70	
Environmental issues	5.20	
Diversity issues	5.90	
Desire to continue learning	6.20	
Overall personal development	6.00	
Please rate your satisfaction with the following aspects of your Kelce COB experience:		
Interaction between faculty and students	5.50	
Teaching quality	4.70	
Online teaching modality	6.20	
Webpage information	5.90	
Online enrollment GUS App	6.10	
Advising on admission, enrollment, candidacy, etc.	6.30	
Use of academic coaches	6.00	
Other issues (ex., payment, transfer credits, etc.)	6.60	
How well did the Kelce College of Business prepare you for your career?		
Extremely well or very well	70% of respondents	

Traditional MBA: The findings from the traditional MBA student survey indicate:

(1) The need for developing and improving information technology skills. This result reinforces the college's current exploration for developing a new emphasis in business analytics.

(2) There is student demand for extracurricular learning opportunities such as internships and more study abroad programs. This was not a surprising result and it confirms the college's decision to invest in hiring an Internship Coordinator. This new position was filled in the summer of 2023.

Online PMBA: Overall, the results from the Professional MBA student survey showed higher satisfaction ratings on all academic areas and skill sets except for teamwork skills. This is consistent with the in-class assessment finding on teamwork and indicates the difficulty and challenge of evaluating this learning goal using the online modality relative to the in-person classroom approach. The students were also very satisfied with the various operational aspects of the PMBA such as the GUS enrollment app, advising help, payment/cost, and webpage information. Although students were satisfied with the accelerated online modality and the use of academic coaches in classes, their low rating of teaching quality indicates the need to continue improving not only the course content and assessment methods but especially enhancing the interaction between instructor and students.

2. **Employer surveys**

Although the response rate for the employer survey was very low (due in part to technical difficulties with the initial distribution of the survey link), it provides valuable insights on what employers need and want from its workers and on how Kelce graduates/employees are rated by their employers.

The results indicate a few important facts. First, the three main skill sets that employers require are communication skills, critical thinking, and ability to work with others. This finding is supported by a second survey of employers designed to gather opinions on the topic of business analytics. Leadership and ethical decision-making, which go hand-in-hand, are in fourth place, followed together by business professionalism and information technology. More important, in terms of overall satisfaction with student preparation in various learning areas, employers rated all areas/skill sets with mostly to completely satisfied. Finally, Kelce graduates are highly rated by employers compared to peers from other schools.

The summary results from the two employer surveys are shown on the following pages.

Kelce Employer Survey		
Assessment year	2023	
Number of respondents	6	
Please rank the following student skills or learning areas in order of their value and use in your company:		
Communication skills (written & oral presentation)	1.17	
Critical thinking/problem-solving skills	2	
Teamwork skills	3.67	
Information technology skills	6.5	
Global awareness & international business knowledge	8.33	
Business analytics/data analysis skills	7.67	
Ethical awareness & decision-making	4.83	
Initiative & leadership skills	4.5	
Business professionalism	6.33	
Satisfaction with preparation in: (1=Completely dissatisfied to 7=Completely satisfied)		
Communication skills	6.5	
Teamwork skills	6.83	
Critical thinking skills	6.67	
Information technology skills	6.83	
Business ethics	6.5	
Global business issues	6	
Political issues	6.17	
Economic issues	6.33	
Legal/regulatory issues	6	
Environmental issues	6.17	
Diversity issues	6.5	
Business analytics	6.33	
Leadership & initiative	6.5	
Business professionalism	6.5	
Desire to continue learning	6.5	
How well do Kelce graduates compare to other graduates from other schools or programs? (1=Not well at all, 5=Extremely well)	4.33	
How well does the Kelce College of Business prepare students to become competent and productive professionals? (1=Not well at all, 5=Extremely well)	4.5	

Kelce Employer Business Analytics Survey		
Assessment year	2023	
Number of respondents	8	
Please rank the following student skills or learning areas in order of their value and use in your company:		
Communication skills (written & oral presentation)	1.63	
Critical thinking/problem-solving skills	1.88	
Teamwork skills	3.25	
Information technology skills	4.75	
Global awareness & international business knowledge	6.13	
Business analytics/data analysis skills	4.5	
Other skills	5.88	
How important is data analysis and/or its various forms in your company? (1 = Not at all important; 5 = Extremely important)		
Use and management of data	3.88	
Financial data analytics	3.5	
Accounting analytics	2.5	
Marketing/consumer analytics	3.25	
Economic analysis & forecasting	3.25	
Other types of data analysis	2.33	
Please indicate the relevance and value to your company of the Kelce College of Business developing any of the following academic projects: (1=Not at all important, 5=Extremely important)		
Certificate in business analytics	2.38	
Minor in business analytics	2.38	
Major in business analytics	2.88	
MBA emphasis in business analytics	2.63	

Master of Professional Accountancy (MPAcc)

Program Overview

The Master of Professional Accountancy (MPAcc) is a 4+1 program that provides undergraduate accounting majors the opportunity to complete the 150 credit hours required to sit for the CPA examination. This program is open only to Kelce College of Business accounting majors. It was launched in the fall 2018. The number of students enrolled and the number of MPAcc graduates since its inception are shown in the table below:

	18WF	19SP	19WF	20SP	20WF	21SP	21WF	22SP	22WF	23SP
Enrollment	2	3	4	4	5	3	4	8	9	6
Graduates	0	1	1	1	2	2	0	4	4	5

While there are a variety of factors that may explain the small number of students the program is currently attracting, the limited number of MPAcc students create a significant challenge for formal AOL assessments within the program. Prior to 2022, the extremely small sample sizes would not have produced generalizable results. Formal assessment began in 2022 when more than five students were enrolled in the program at the same time.

MPAcc Learning Goals and Objectives

Two primary learning competencies were developed for the MPAcc program:

1. **Research Skills:** Students will be able to conduct a thorough research process to determine accurate conclusions to questions of tax law.

2. **Communication Skills:** Students will be able to show proficiency in oral and written professional communications.

Specific learning dimensions and objectives for each competency were identified and used to construct rubrics to evaluate and assess a variety of student outcomes using both direct and indirect measures.

Research skills are evaluated in ACCTG 812 (Tax Research) using a major in-class project and communication skills will be assessed in ACCTG 814 (Management Control Systems). Aside from direct measures, the Graduate AOL and the accounting faculty are moving forward with other plans such as a formal survey of MPAcc graduates as well as a detailed evaluation of the curricula relative to the recent reforms in the structure of the CPA exam.

MPAcc AOL Map and Schedule

Direct assessments of student outcomes follow the schedule:

MPAcc	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Research Skills						■		■		■
Communication Skills									■	

MPAcc AOL Outcomes

MPAcc Goal 1: Research Skills

Learning Competency: Students will be able to conduct a thorough research process to determine accurate conclusions to questions of tax law.

An assessment of student performance regarding the student's competency in completing a major tax research project was conducted in ACCTG 812 Tax Research during the Spring 2022 semester. Student submissions were assessed following a rubric shown in Exhibit #7 of the Appendix.

The initial results indicated that fewer than 80% of students were either meeting or exceeding expectations in four dimensions of the rubric. These areas were: Issue Identification, Locate Relevant Authority, Use of Authority, and Conclusions. These dimensions were identified for curriculum modification to improve student performance in these areas. See Exhibit #8 of the Appendix for detailed results.

The instructor for the course implemented curriculum improvements in the tax research course to address these dimensions of the learning competency for the Spring 2023 semester, at which time a reassessment of student performance was performed.

Summary of Curriculum Changes:

Issue Identification

This course includes multiple research projects which are submitted throughout the course. Additional lecture instruction, with examples of good and bad issue drafting will be provided to students prior to the submission of their first research assignment. Further, a discussion post will be introduced in which students will post proposed issue statements prior to submission of research assignments will be posted. Students will

receive peer feedback as well as instructor feedback on all students proposed issue statements.

Locate Relevant Authority

This course includes the use of the professional research services, including Thomson Reuters Checkpoint and Bloomberg BNA. Additional software training will begin at the beginning of the course, which will aid students in locating forms of authority as well as utilizing secondary sources which will aid in locating substantial authority for taking a position on a tax return.

In addition, within certain course research projects, the students will be required to submit an outline of their research results prior to the final assignment submission. Such outline shall contain a summary of authority the student intends to use in the final submission. The student will receive direct feedback from the instructor regarding the relevancy and sufficiency of the authority cited by the student prior to final submission of practice research assignments.

Use of Authority

When presenting authority, it should be presented in a logical order and should use direct quotes from primary sources of law. Such quotes should be concise but thorough. In order to support student ability to select appropriate quotation sections, research outline assignments will require students to provide the exact quotations the student intends to use. The instructor will provide feedback on the thoroughness of the quote and ways to shorten the quote for maximum impact and efficiency. Guidance will be provided for when a paraphrase may be used. Guidance will include how to logically progress through authority.

After a research assignment is submitted, the instructor will provide a "model" research result to students for the research question they were presented. The example will provide insight on different ways of utilizing and organizing authority to improve clarity and readability when communicating research findings.

Conclusions

The ability of the students to support research conclusions is directly related to being able to identify the issues and locate and use authority effectively. All curriculum changes summarized will support this dimension of the rubric.

Instructor will provide specific feedback to students regarding the statement of effective conclusions. The instructor will also provide additional lecture material discussing how to conduct a thorough research process which will ensure adequate and thorough research results. Specifically, the lecture will discuss how to identify elements and how

to align the taxpayer's fact situation with the law to ensure the legal requirements for the tax item are met.

Additional Curriculum Changes

The instructor will add an additional course assignment which will be a peer-review of a completed research assignment. After completion of one of the currently present final course research assignments, the instructor will provide feedback to the student on all aspects of the submission, including the areas identified for improvement in this memorandum. Subsequent to these recommendations, the student will be placed in a peer-review group and will review the corrected submissions of other students and will make comments as to the issues identified, the authority utilized, and the sufficiency of the research process which yielded the conclusion. The peer-reviewers will be required to submit a summary of their peer review comments on other student submissions as well as a re-drafted version of the prior research submission. The second draft shall incorporate the comments of the instructor and the peer-reviewers. The goal of this exercise is to prompt the students to submit research results, and improve their identification and use of sources, as well as to ensure the research findings are based on substantial authority.

Follow-Up/Closing the Loop Results:

In the spring of 2023 the second assessment closed the loop with strong positive results. In five of the six dimensions, *all* students either met or exceeded expectations. In the sixth dimension, "Use of Authority," only 17 percent of the students were rated below expectations. Thus, the intervention was successful in raising student competency above the target 80 percent threshold. See Exhibit #9 in the Appendix for details.

MPAcc Goal 2: Communication Skills

Current work on this competency includes identifying which assignments and assessment techniques are most amenable to effectively evaluate learner communication skills in ACCTG 814 Management Control Systems. Timetables and rubrics will then be developed and deployed following standard procedures during academic year 2023-2024.

Indirect Overall Observation

As evidence of the overall quality of the MPAcc program, it is important to note that one of our early graduates, Colin Webber (MPAcc, 2021), received the prestigious Elijah Watt Sells Award in 2023 from the American Institute of CPAs for passing the CPA exam with one of the nation's highest scores on his first attempt.

Graduate AOL Appendix

Artifacts from the Graduate AOL assessment activities described in this report can be found in the electronic appendix located here:

https://pittstate.edu/business/faculty/aol-2023-appendicies.html