

HSU Annual Assessment of Learning Outcomes

This form is to be used by Programs/Majors to report the annual assessment of learning outcomes. This report is to also be used to report the uses and plans for the analyses that you have established for the next year. Please see the HSU Assessment of Learning Outcomes Committee blackboard page for the glossary of terms, examples of outcomes and measures, and for helpful hints. This form is to be uploaded to the Assessment of Learning Outcomes Committee blackboard page. If you have any questions, or need additional help, please call Dr. Nancy Kucinski: 325-670-1503, or any ALOC member (see the Blackboard welcome page for contact information).

Program/Major Information
Name of the Academic Program/Major: BBA (Goals and Support Courses Applicable to All Majors) BA, BBS in Business Administration (Major consists of courses drawn from the BBA core) Minor in Accounting, Business Administration, Economics, Finance, Management & Marketing (B.A., B.B.S.)
Department: Kelley College of Business
Academic Year of Assessment: 2017-18
Contact Information of the person completing this report: Name: : Michael Monhollon Campus Phone: 670-5870 Email: mikem@hsutx.edu

Assessment Cycle
Where is your program/major in the five year program review cycle? When was the last time you reported an external assessment measure? We are 5 years away from the 5 year program review. We last reported an external assessment measure for semester Spring , year 2019. (This report.) <i>You may choose to use an external assessment measure every year, or you may choose to use an external measure at least 2 times within your 5 year program review cycle.</i>

Mission Statement

HSU Mission Statement: The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

Mission Statement of Program/Major:

The Kelley College of Business will supply a noticeably Christian environment in which undergraduate business students will learn how to build a life of meaning within the context of a business career, acquiring the skills necessary to find a job, to run a successful business, and to accumulate wealth.

Please explain how your program/major supports the mission of the University.

The business program fosters the intellectual development of students through a program of academic excellence, affirming the relevance and importance of the Christian faith and empowering a life invested in complex processes of design and production that transform ideas into goods and services for the benefit of all.

Faculty Participation in Assessment Process**Please describe the ways in which faculty participated in the assessment process and planning.**

In a series of meetings of the full business faculty in 2012, the KCOB faculty revised its mission statement and supporting goals for its undergraduate program. In a series of meetings in 2013, the KCOB faculty chose assessment measures for each of the 9 goals it had adopted. The KCOB faculty has continued to examine the data for those measures, meeting formally on August 21, 2014, August 20, 2015, February 9, 2016, and February 28, 2017, to review assessment results, to evaluate the success of the business program in meeting each goal, and to discuss how accurately the assessment measures reflect actual student outcomes. This report presents assessment outcomes for 5 of the 9 goals. In several instances, these discussions have resulted in program changes as documented in this report. The ETS Major Field Test and KCOB Graduating Senior Survey are collected in the capstone course, taught by Professor McIntyre. Other data—the Writing Proficiency Exam, the CLA, the HSU-wide Senior Survey—are collected by the university. The dean's office sends out the alumni survey each summer.

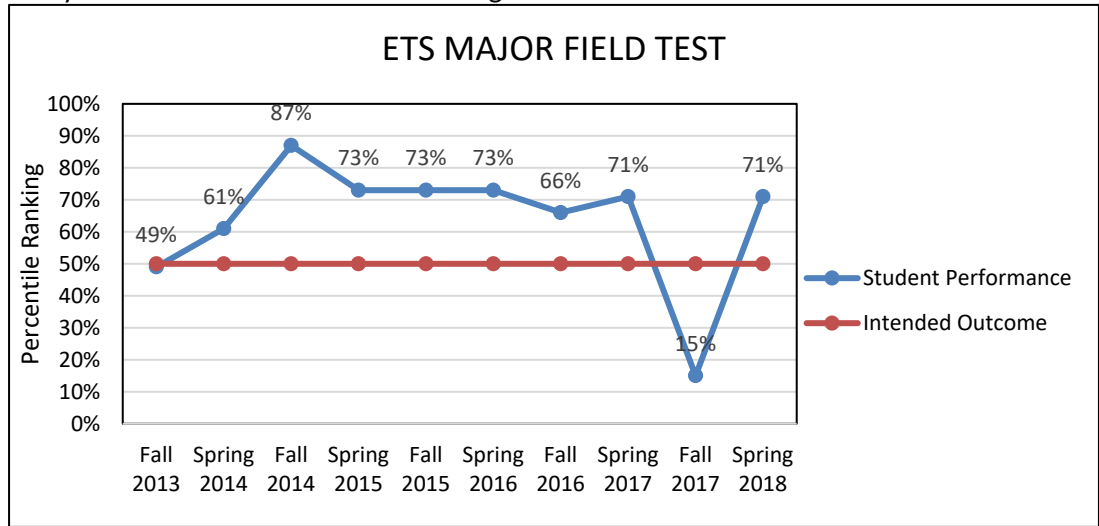
In the boxes that follow, each learning outcome that you have selected will be immediately followed by boxes containing each outcome’s assessment measures and criteria, and the corresponding results.

<p>Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you <u>also</u> have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)</p>	
<p>Learning Outcome 1: The Kelley College of Business will equip its students to understand the various business functions—accounting, finance, management, and marketing—how they interact, and how they contribute to organizational objectives.</p>	
<p>Method of Assessment and Criteria for Success</p>	
<p>Outcome 1 Method of Assessment:</p>	<p>Criteria for Success</p>
<p>A. ETS Major Field Test in Business B. KCOB Graduating Senior Survey</p> <p><input checked="" type="checkbox"/> Check if this is an external measure. (ETS Major Field Test)</p>	<p>A. Each year, the average score of Hardin-Simmons students will be in the top half of all universities participating in the test. B. In an exit survey taken during the last semester before graduation, business students on average will agree or strongly agree with the statements:</p> <ol style="list-style-type: none"> 1. The Kelley College of Business has provided me with a solid foundation in all areas of business. 2. The Kelley College of Business has provided me with a solid foundation in my major.

Assessment Results

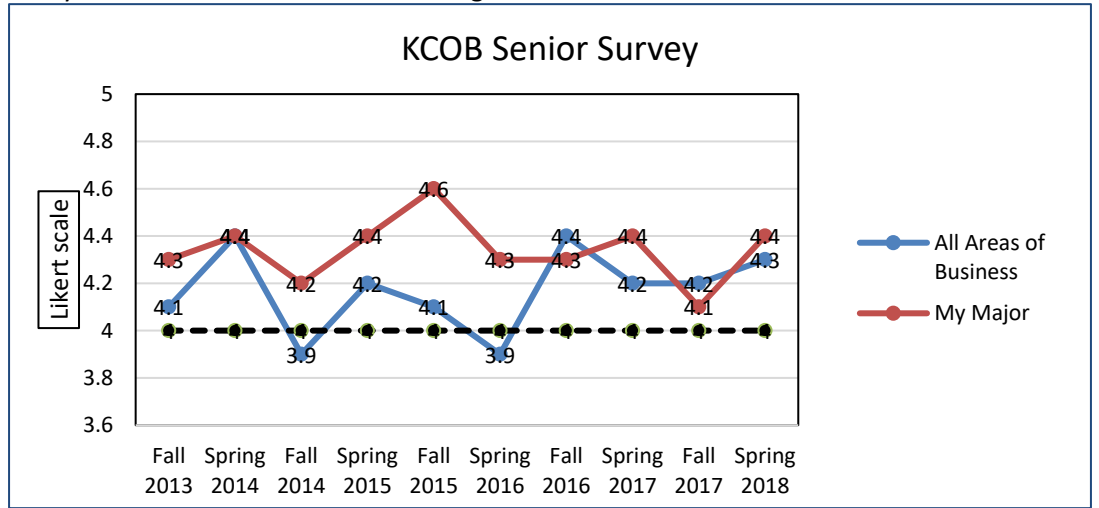
After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.

Analysis of Quantitative data for Learning Outcome 1:



In the most recent semester, students' results exceeded the goal of scoring above the 50th percentile by a substantial margin. Fall 2017 appears to be an aberration rather than evidence of an educational weakness. Only 10 students took the test that semester as opposed to 28 and 29 in the semesters before and after, so the results may not be statistically significant; also, the self-reported GPAs were lower. Except for that one semester, student performance has been consistently above goal. We continue to administer the test to all seniors in the semester of their anticipated graduation.

Analysis of Qualitative data for Learning Outcome 1:



In the semester of their anticipated graduation, all KCOB students take an online survey through SurveyMonkey. In the most recent academic year, the KCOB met its goal of students agreeing (a 4 or better on a 5-point Likert scale) that the KCOB had provided them with a solid foundation in their major. In the business core, students are usually less confident of their skills than in their majors; Fall 2017 was one of only 2 instances in the last 5 years when that was not true. The last two years have been consistent and above goal, though we will continue to administer the survey and monitor results.

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Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you also have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)

Learning Outcome 2:
 The Kelley College of Business will equip its students to integrate legal, ethical, and personal considerations into business decision-making.

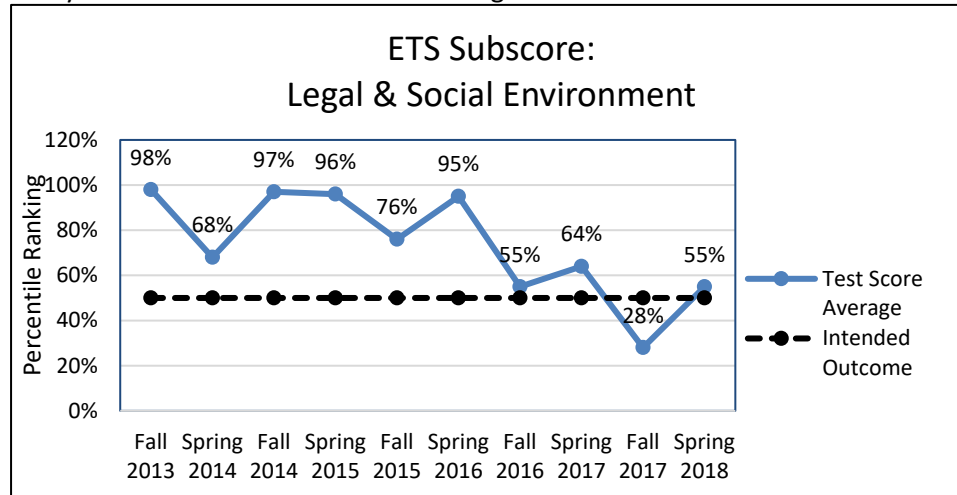
Method of Assessment and Criteria for Success

Outcome 2 Method of Assessment:	Criteria for Success
<p>A. ETS Major Field Test in Business B. KCOB Graduating Senior Survey C. HSU-wide Senior Survey</p> <p><input checked="" type="checkbox"/> Check if this is an external measure. (ETS Major Field Test and HSU-wide Senior Survey)</p>	<p>A. ETS Major Field Test Each year, in the category “legal and social environment of business,” the average score of Hardin-Simmons students will be in the top half of all universities participating in the test.</p> <p>B. KCOB Graduating Senior Survey In an exit survey taken during the last semester before graduation, students will indicate an average level of acquired knowledge in the ethical aspects of business of 2.5 on the scale presented below:</p> <ol style="list-style-type: none"> 1. Awareness - Ability to recognize a term or concept and know where to seek out more information. 2. Familiarity - Ability to define or describe the term or concept and explain its meaning or solve basic problems. 3. Understanding - Ability to apply the underlying techniques(s), term(s), or concept(s) to solution of case descriptions with minimal review or reference to texts. 4. Competency - Ability to integrate the technique(s), term(s), concept(s) with other knowledge to solve complex problems. <p>C. HSU-wide Senior Survey A majority of KCOB students will indicate that Hardin-Simmons had a great influence on their development of Christian values and making ethical choices.</p>

Assessment Results

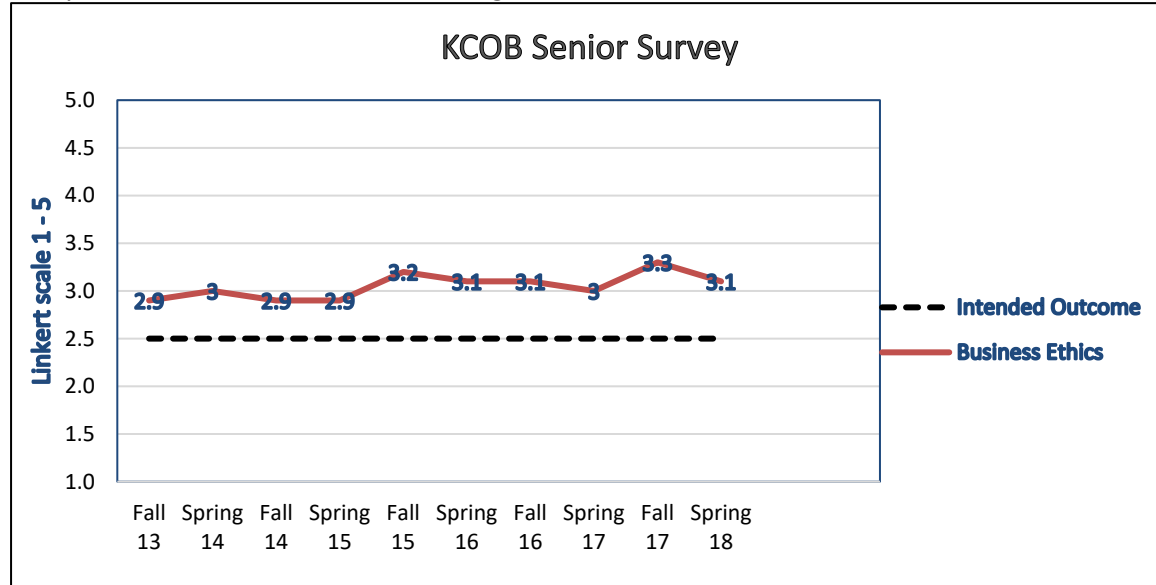
After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.

Analysis of Quantitative data for Learning Outcome 2:



The business core includes stand-alone courses in business law and business ethics, along with other courses with legal and ethical components. Our students have scored consistently high on the relevant portions of the ETS exam, always above the 50th percentile except in Fall 2017, which unfortunately is in the most recent year). A discussion of why the KCOB views the ETS results from that semester as an aberration is given under Learning Outcome 1 above, but the last 2 years do seem significantly lower than the preceding years, and we will monitor results to make sure a negative trend is not developing.

Analysis of Quantitative data for Learning Outcome 2:

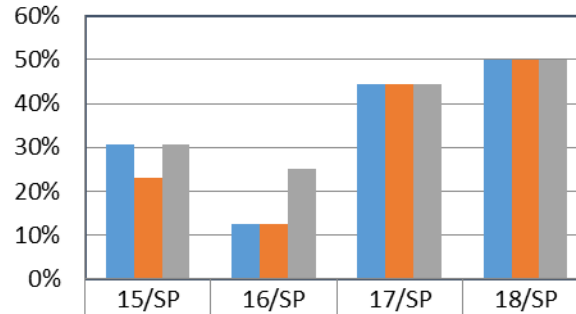


KCOB students on average have consistently indicated more than an awareness of the ethical aspects of business, and more than familiarity. In both semesters of the last academic year, students felt they had achieved the level of “understanding” on the scale presented above.

Analysis of Qualitative data for Learning Outcome 2:
KCOB students in the HSU-wide Graduating Senior Survey:

“HSU had a *great* influence on my...

...developing values & making ethical choices”



	15/SP	16/SP	17/SP	18/SP
■ Develop Christian Values	31%	13%	44%	50%
■ Understand Christian Faith	23%	13%	44%	50%
■ Make Ethical Choices	31%	25%	44%	50%

In the university-wide senior survey, students are asked about HSU’s impact on their skills and knowledge in various areas, having to choose between “great impact,” “some impact,” and “no impact.” We examine the responses of KCOB students both over time and in relation to students graduating from other schools at HSU.

The results here are from the Spring semester of each year. Having a “great influence” on the majority of students in these areas is an ambitious goal, the KCOB is on the cusp of achieving it in the most recent academic year.

Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you also have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)

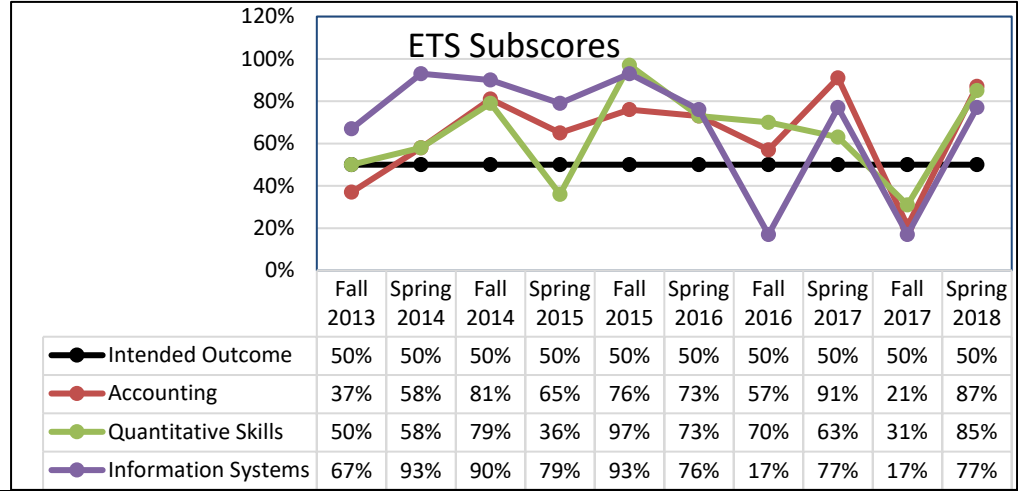
Learning Outcome 3:
 The Kelley College of Business will equip its students to understand how data is collected, reported, and analyzed to manage organizations and make better business decisions.

Method of Assessment and Criteria for Success

Outcome 3 Method of Assessment:	Criteria for Success
A. ETS Major Field Test in Business B. HSU-wide Senior Survey <input checked="" type="checkbox"/> Check if this is an external measure.	A. Each year, the average ETS subscores of Hardin-Simmons students in the areas of quantitative skills and information systems will be in the top half of all universities participating in the test. B. In HSU’s Graduating Senior Survey, a majority of KCOB students will perceive that HSU has had a “great influence” on their development of important broad skills.

Assessment Results
 After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.

Analysis of Quantitative data for Learning Outcome 3:

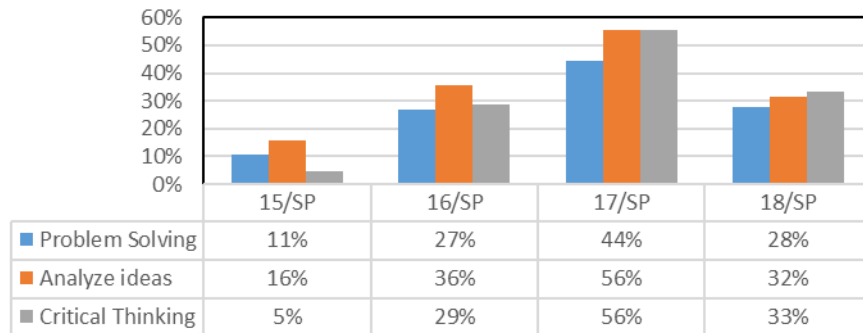


KCOB students have historically struggled with quantitative skills, and ETS subscores tend to swing more widely than the overall score. Still, KCOB results in these areas have generally been above goal. Fall 2017, a year with a small cohort of students, is the only semester when more than one measure has been below goal, and, for reasons given under Learning Outcome 1 above, we believe that semester to be an aberration.

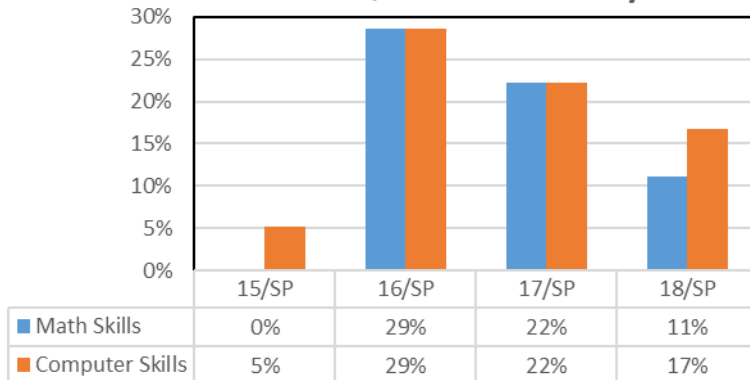
Analysis of Qualitative data for Learning Outcome 3:

**HSU-wide Graduating Senior Survey:
“HSU had a great influence on my...**

...Critical Thinking & Problem-Solving Skills"



...Skills of Quantitative Analysis"



The senior survey that HSU administers across campus allows us to compare student’s perception of HSU’s impact on their skills over time and against other schools in the university. The results in all areas related to problem solving and quantitative skills remain disappointing, especially in the most recent academic year. In Fall 2015 we made two changes: (1) The business school made Computer Applications a required course again, and (2) We replaced College Algebra with Finite Math for Business as the required math course. The impact of these curriculum changes may not be complete in the most recent year, and results are better than 2015. We would like our students to do better, and the computer science faculty has been discussing a possible course in spreadsheet analysis to replace the more general computer applications course in the BBA core.

Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you also have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)

Learning Outcome 4:
 The Kelley College of Business will equip its students to communicate analysis, results, decisions, and recommendations.

Method of Assessment and Criteria for Success

Outcome 4 Method of Assessment:	Criteria for Success
<p>A. Writing Proficiency Exam B. CLA Exam C. HSU’s Graduating Senior Survey</p> <p><input checked="" type="checkbox"/> Check if this is an external measure. (Writing Proficiency Exam, CLA Exam)</p>	<p>A. KCOB students will pass the Writing Proficiency Exam at a higher rate than that of the university as a whole. B. In the Collegiate Learning Assessment, KCOB students will perform, on average, above the median level of students nationwide and the median level of all students at HSU. C. In HSU’s Graduating Senior Survey, a majority of KCOB students will perceive that HSU has had a “great influence” on their development of communication skills.</p>

Assessment Results

After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.

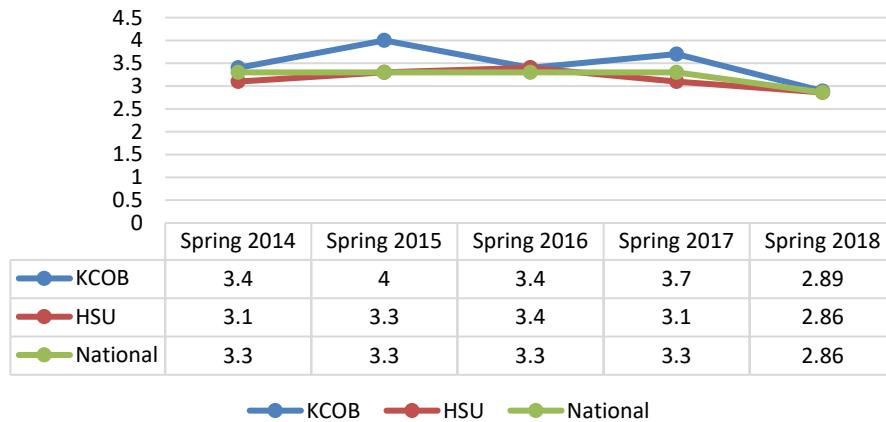
Analysis of Quantitative data for Learning Outcome 4:

Writing Proficiency Exam			
	HSU Passing Rate	KCOB Passing Rate	Goal Met
Fall 13	88%	85%	
Spring 14	84%	88%	√
Fall 14	87%	89%	√
Spring 15	90.8%	91.2%	√
Fall 15	92%	93%	√
Spring 16	93%	97%	√
Fall 16	96%	97%	√
Spring 17	94%	95%	√
Fall 17	95%	97%	√
Spring 18	95%	98%	√

The business core includes a stand-alone course in Business Writing, and a number of other courses contain significant writing components. The passing rate for the writing proficiency exam, which all HSU students must pass before graduation, has in recent years been consistently above that of the university as a whole.

Analysis of Qualitative data for Learning Outcome 4:

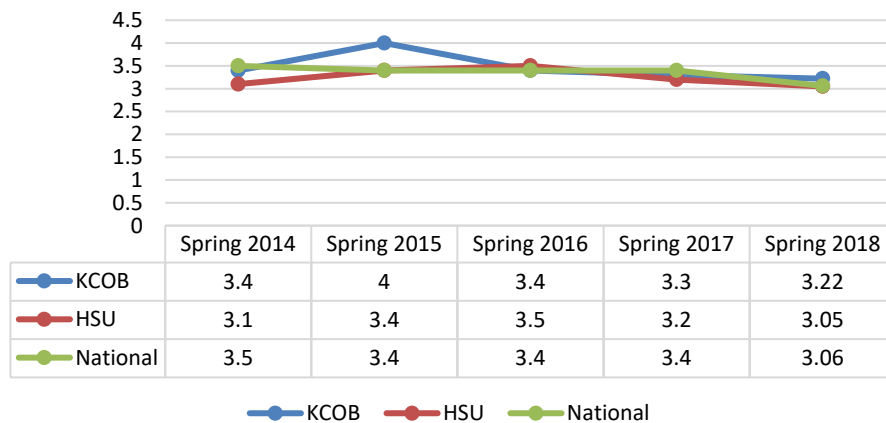
Collegiate Learning Assessment (CLA) Analysis & Problem Solving Subscores



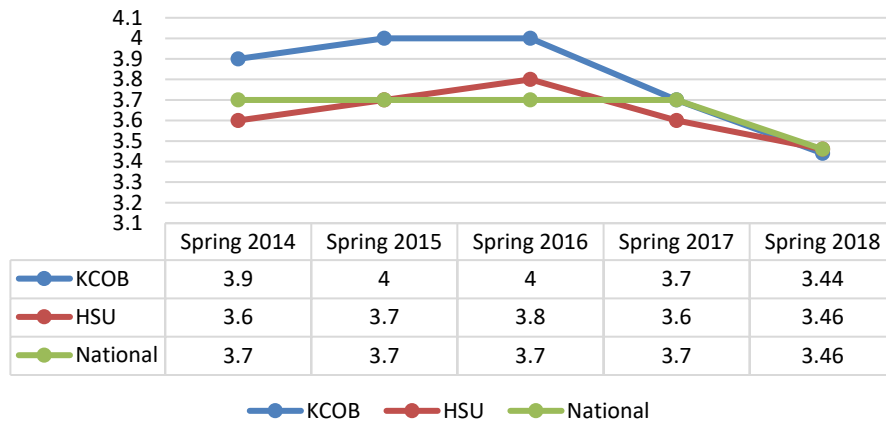
Not all students take the CLA. In each year reported here, only 5 to 8 KCOB students have taken it, giving us too small a sample for statistical significance.

The average subscores of KCOB students appear to be dropping like a rock, but subscores nationally and university-wide have been falling as well. In the past year, KCOB results marginally exceeded HSU's overall average in two areas and fell marginally short in the third. As noted above, the KCOB has doubts about the statistical significance of the results. We have contemplated reporting a rolling multiyear average, but doing so would require perhaps a decade for us to be confident a trend was developing. We will continue to report the results of the test, but only as one measure among several.

Collegiate Learning Assessment (CLA) Writing Effectiveness Subscores



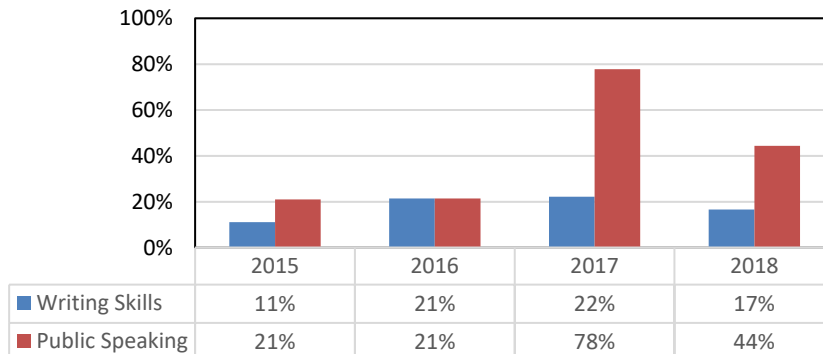
Collegiate Learning Assessment (CLA) Writing Mechanics Subscores



Analysis of Qualitative data for Learning Outcome 4:

HSU-wide Graduating Senior Survey: "HSU had a great influence on my..."

...Communication Skills"



The senior survey that HSU administers across campus allows us to compare student's perception of HSU's impact on their skills over time and against other schools in the university. Students' perceptions of HSU's impact on their communication skills have varied over the past few years, with no clear trend — in public speaking, for example, the results were below those of the prior year but above those of the 2 years before that. Students do seem to be more comfortable with their speaking skills than with their writing skills. The KCOB faculty has reorganized the course content of Business Communication to give a greater emphasis to writing and has moved it earlier in the student's curriculum. It is hoped that the new, junior-level writing course in the Foundational Curriculum will also have an impact.

Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you also have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)

Ethics Learning Outcome 5:
The Kelley College of Business will equip its students to build a satisfying career and grow toward financial independence.

Method of Assessment and Criteria for Success

Ethics Outcome 5 Method of Assessment:	Criteria for Success
<p>Alumni survey</p> <p><input checked="" type="checkbox"/> Check if this is an external measure.</p>	<p>In response to a telephone or written questionnaire one year after graduation,</p> <p>1. Seventy-five percent of respondents will indicate they are employed, and half will indicate they are enrolled in a graduate program. Of those employed, at least 50% are working in a position closely related to their major field of study.</p> <p>2. On average, respondents who are either employed or attending graduate school will agree or strongly agree with the statements:</p> <ul style="list-style-type: none"> a) “The Kelley College of Business has adequately provided me preparation for my first job.” b) “The Kelley College of Business has adequately provided me preparation for graduate or professional school.” c) “The Kelley College of Business has adequately provided me preparation for my career.”

Assessment Results

After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.

Analysis of Quantitative data for Ethics Learning Outcome 5:

Graduation year	Mailings	Responses	Employed or Grad School	Related field
2012-2013	50	5	100%	100%
2013-2014	57	3	100%	67%
2014-2015	53	11	E-73% G-56%	67%
2015-2016	50	13	E-85% G-46%	73%
2016-2017	49	8	E-100% G-71%	100%

We survey our alumni each summer, targeting those who have been out of college a year. When we changed from mailing paper surveys to emailing links to SurveyMonkey, the response rate declined precipitously (see academic years 2012 and 2013), but additional contacts, by both mail and email, and made a substantial improvement. In 2015, we began to ask about employment and graduate school separately and restated our goals accordingly.

	Intended Outcome	Job preparation	Grad School Preparation	Career Preparation
2012 - 13	4	3.4	4	4
2013-14	4	4	3	4.33
2014-15	4	4.3	3.9	3.55
2015-16	4	4.2	3.7	4.15
2016-17	4	3.9	3.3	3.625

The only clear pattern is that KCOB graduates consistently feel better prepared for the job market than for graduate school, though, for the most recent graduating class, we are below our goal in both areas. The low response rate makes it hard to be sure that a negative trend is developing, though that is a possibility we will monitor closely.

Results from Last Year and ALOC Feedback

1. Briefly describe how you used the ALOC feedback from last year.

Because the KCOB presented its 5-year program review last year, it was excused from submitting an ALOC report.

2. Briefly describe any changes that you made based upon the feedback. If you didn't make any changes, please explain why.

N/A

Uses of Results

What were the most valuable things you learned from this assessment cycle?

Much of our data suffers from small sample sizes, but we do get a sense of program strengths and weaknesses from consistent and extensive data collection and analysis over time.

How will these findings be used? What changes are you planning on making as a result of your findings? Please discuss your reasoning if you are not planning on making changes.

Though it is hard to justify program changes with results that are not statistically significant, we have made the changes indicated above when we have observed clear trends or outcomes that are stable over time. Those changes include:

1. Moving Business Communication to the freshman year and recasting the course as Business Writing to provide a better foundation for teaching writing across the curriculum.
2. Replacing College Algebra with Finite Math for Business as the required math course for business students in order to provide a better foundation for later courses in statistics, business analytics, financial management, and other courses.
3. Once again requiring CSCI 1303 Introduction to Computer Applications as part of the business core.
4. When the results of #3 above proved disappointing, beginning a discussion with the computer science faculty about a possible course in spreadsheet analysis to replace the more general computer applications course in the BBA core.
5. Considering how changing the way CLA test results are reported might enhance the usefulness of the data.
6. Working to improve response rates to the alumni survey to acquire more usable data.