

University of Saint Mary

Outcomes Assessment Report for 2008-09
Business and Accounting
Undergraduate and Graduate Programs

Shown below is the Business and Accounting 2008-09 Annual Report to our specialized accrediting body, the International Assembly for Collegiate Business Education, which is located in Olathe, Kansas. This report discusses our accomplishments against our assessment plan for both our undergraduate and graduate business programs.

Program- Level Intended Outcomes Matrix

Your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures are most often used at the program level.

Examples of both direct and indirect student learning measures are shown in the sample section below. Use the following section to create and insert your own direct and indirect student learning measures when completing this matrix. The examples provided in the mock-up are commonly used assessment measures, but there are other choices as noted in the IACBE monograph Outcomes Assessment in Higher Education, pages 8-9 and page 38.

On the bottom of the Program-Level Intended Outcomes Matrix a space is provided to show changes and improvements you plan to make as a result of your assessment activity.

Sample of Completed Program-Level Intended Outcomes Matrix			
Identify Each Intended Outcome	Identify the Assessment Activity	Assessment Results Intended Outcome Was:	
		Realized	Not Realized
Direct Measures:			
1. All business majors will score at least 70% on the comprehensive examination.	Comprehensive Exam	X	
2. All business major seniors will score a minimum of 80% of their capstone projects.	Capstone Project	X	
Indirect Measures:			
1.90% of graduating seniors will perceive a high level of satisfaction from their learning experience.	Student Satisfaction Survey	X	
2.80% of third year alumni will perceive that they were well equipped for employment in the business sector.	Alumni Survey		A
* Explanation of course of action for intended outcomes not realized:			
A: Only 70% of those graduates from three years ago (70% of respondents) felt well equipped. Forty percent of respondents felt they needed a stronger foundation in finance; twenty percent felt they needed a stronger foundation in marketing. After reviewing the curriculum and CPC coverage, we are supplementing FIN 301 with more current information on financial analysis. A course in marketing research is being added to provide more breadth in marketing.			

Insert your own direct and indirect student learning measures in the matrix provided below.

On the bottom of the Program-Level Intended Outcomes Matrix a space is provided to show changes and improvements you plan to make as a result of your assessment activity.

Undergraduate			
Identify Each Intended Outcome	Identify the Assessment Activity	Assessment Results Intended Outcome Was:	
		Realized	Not Realized
Direct Measures:			
1a. Overall grades on students' Capstone Exams will show at least a 50% improvement from their entry into the business/accounting programs to graduation.	Pre/post Capstone Exams		1a*
1b. 75% of students will correctly answer 80% of the questions in the content areas of the Capstone Exam.	Capstone Exam		1b*
2. Our goal is to have 75% of our students score at least 80% on their senior integrated case study analysis.	Capstone Course-Senior Integrated Case Study Grade		2*
Indirect Measures:			
1. 75% of students will be satisfied with the content of their coursework at USM.	Satisfaction Survey	1*	
2. Graduation rate will be at least 75% of eligible students in each degree program.	Registrar's Office Records	2*	
<p><i>*Explanation of course of action for intended outcomes not realized:</i></p> <p><u>Direct Measures:</u></p> <p>*1a. Like last year, there was a 21% overall pre-to-post test increase in the mean scores of our students. Since this year's mean score for the initial administration of this test was 67% and last year's was 69%, our goal of increasing these scores by 50% is unrealistic. Accomplishing this goal would indicate that the average score would</p>			

be 100%. We will be reviewing and revising this assessment target during the 2009/2010 academic year.

On a somewhat related subject, we will be implementing an electronically administered version of the capstone test during the 2009/2010 academic year. This will expedite the summary of test data and improve its accuracy over that of our current manual summarization process.

1b. Overall, 69% of our students answered at least 80% of the content questions correctly. Students' scores were the lowest in the accounting and finance areas, with only 46% of our students scoring at least 80%. To improve student learning, a change in the faculty member who taught in these areas will be made beginning with the 2009/2010 academic year.

2. Overall, the average score of the 23 students completing this exercise was 85%. However only 61% of these students achieved at least 80% on this assignment. One student team significantly underperformed, which adversely affected the achievement of our assessment target. The judgment of the faculty was that this problem was very unusual, and they do not expect this situation to recur.

Indirect Measures:

1. Overall, 98% of our graduating seniors were satisfied with the content of their course work.

2. The overall graduation rate for our undergraduate business and accounting programs was 78%.