

Table 5-1

**Bachelor of Business Administration (BBA)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills-Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Student Reports	MGT 331	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Communication Skills-Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Video recordings of student presentations	MGT 331	Years 2, 5	Year 2: met for 4/6 criteria Year 5: met	Year 2 assessment revealed weakness in the areas of communication aids and nonverbals. A GAT was formed, which recommended (1) revising the rubric to lay clear expectations and (2) pre and post video presentations (P)
Communication Skills-Information Literacy	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Assignment	ECO 210/211	Years 3,5	Year 3: not met Year 5: met	Year 3 assessment revealed weaknesses in all four-criterion measured by the rubric. GATs were formed at a College Wide Meeting dedicated to closing the loop, which recommended revising the assignment and increasing the point allocation (P)
Informed Decision Making	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam- Case Study	MGT 495	Years 2, 5	Year 2: met for 2/5 criteria Year 5: met for 4/5 criteria	Year 2 assessment revealed weakness in the areas of internal environment, identification of firm's global strategy and cultural factors. A GAT was formed, which recommended (1) placing more emphasis on global strategy and analyzing the internal environment components of the course by ensuring that 50% of the cases have a global content (2) devoting more class time to analyzing the internal environment (3) adding MGT 303 (International Bus and Culture to the core or developing a new BUS 200 course on the subject and adding it to the pre-core as cultural factors are not covered in MGT 495 (C). This recommendation has been shared with the Core Curriculum Revision Task Force. Although, year 5 assessment showed an 8-57% increase on all five-

						<p>criterion measured by the rubric, student performance was below target on identification of cultural factors in international settings. Moreover, there was a large variance in student performance on this criterion across instructors. A GAT will evaluate student performance in this area and develop a plan to close the loop in Fall 2021.</p>
Ethics and Values	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed		<p>Year 2 Ethics courses across discipline, delivery mode and instructors</p> <p>Year 4 1.5 credit Large Lecture Ethics course</p>	Years 2, 4	<p>Year 2: met for 4/5 criteria</p> <p>Year 4: met for 3/5 criteria</p>	<p>To close the loop on the Fall 2015 ethics assessment a common case was employed, following the GAT's recommendation, in year 2 of the current five-year cycle. Student performance was weak in sections taught online and by part-time instructors. Student performance was also weak overall on the application of ethical theory/models. To address these weaknesses, in year 4, ethics assessment was piloted in a 1.5 credits large lecture section focused on ethical theory/models with the remaining 1.5 credits breakout section focused on discipline specific applications. (C)</p> <p>In the second round of assessment, student performance was weak in the areas of stakeholder identification and personal voice and action. A GAT was formed, which recommended (1) revising the questions for assessment (2) ensuring that the syllabus of record for the large-lecture and breakout sections appropriately address the assessment needs (3) employing role play methods and (4) clearly identifying if the assessment will be done in the large lecture or breakout section (P)</p>
Indirect Measures						
Functional Business Knowledge	Scores at or above the national average overall and on each subsection of the test	ETS® Major Field Test	MGT 495	Years 3, 5	<p>Year 3: not met</p> <p>Year 5: not met</p>	<p>In year 3 student performance was slightly below the national average overall and on the information systems and international issues subsections of the test. A GAT was formed, which recommended integrating global issues throughout the business core. In year 5, student performance fell short of the established target only on the international issues subsection of the test. The GAT's continued recommendation of integrating global issues in the business core has been shared with the Core Curriculum Revision Task Force (C)</p>

Table 5-1

**Bachelor of Business Administration in Accounting (BBA-ACC)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills- Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Student Reports	Year 1 ACC 311 Year 5 MGT 331	Years 1, 5	Year 1: met Year 5: met	Given the strong student performance no further action was required.
Communication Skills- Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Oral Presentations to CPA firms	ACC 311	Years 1, 4	Year 1: met Year 4: met	Given the strong student performance no further action was required.
Communication Skills- Information Literacy	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Assignment	ECO 210/211	Years 3,5	Year 3: met for 2/4 criteria Year 5: met	Year 3 assessment revealed weakness in the areas of seeks and uses information. GATs were formed at a College Wide Meeting dedicated to closing the loop, which recommended revising the assignment and increasing the point allocation. (P)
Informed Decision Making	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	MGT 495	Years 2, 5	Year 2: met for 3/5 criteria Year 5: met for 4/5 criteria	Year 2 assessment revealed weakness in the areas of identification of firm's global strategy and cultural factors. A GAT was formed, which recommended (1) placing more emphasis on global strategy and analyzing the internal environment components of the course by ensuring that 50% of the cases have a global content (2) devoting more class time to analyzing the internal environment (3) adding MGT 303 (International Bus and Culture to the core or developing a new BUS 200 course on the subject and adding it to the pre-core as cultural factors are not covered in MGT 495 (C). This recommendation has been shared with the Core Curriculum Revision Task Force. Although, year 5 assessment showed a 2-55% increase on all five-criterion measured by the rubric, student performance was below target on identification of cultural

						factors in international settings. Moreover, there was a large variance in student performance on this criterion across instructors. A GAT will evaluate student performance in this area and develop a plan to close the loop in Fall 2021.
Ethics and Values	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ACC 333	Years 1, 3	Year 2: met Year 3: met	Given the strong student performance no further action was required.
Technical Accounting Knowledge-Accounting Elements within Financial Statements	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ACC 310	Years 3,5	Year 3: met Year 5: met	Given the strong student performance no further action was required.
Technical Accounting Knowledge-Internal Control	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Business Memo	ACC 413/414	Years 3,5	Year 3: met for 5/7 criteria Year 5: met	Year 3 assessment revealed weakness in the areas of internal control assessment and communication of results. A GAT was formed, which determined that ACC 413/414 did not emphasize the necessary concepts evenly. A plan was made to be more consistent in the teaching of elements of a control evaluation (P)
Technical Accounting Knowledge-Strategic Actions	At least 70% of the students will score 70% and above	Quiz	ACC 321	Years 3,5	Year 3: met Year 5: met	Given the strong student performance no further action was required.
Data Management and Analytics	At least 70% of the students will score 70% and above	Exam Projects	ACC 340	Year 3 Year 5	Year 3: met Year 5: met	Given the strong student performance no further action was required.
Indirect Measures						
Functional Business Knowledge	Scores at or above the national average overall and in each subsection of the test	ETS® Major Field Test	MGT 495	Years 3, 5	Year 3: not met Year 5: met	In year 3 student average was slightly below the national average overall and fell short on 6/9 subsections of the test. A GAT was formed, which recommended placing more emphasis on the weak areas. (P) Year 5 results showed a considerable improvement in all areas.

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**Master of Science in Accounting (MSA)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills—Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Research Project	ACC 620	Years 2, 4	Year 2: met Year 4: met for 6/7 criteria	Year 4 assessment revealed weakness in the area of style. A GAT was formed which recommended (1) allocating more time in class to stress upon writing style and (2) sharing and discussing the rubric with students at the beginning of the semester (P)
Communication Skills—Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Oral Presentations	ACC 620	Years 2,4	Year 2: met Year 4: met	Given the strong student performance no further action was required.
Business Acumen and Strategic Decision Making	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Course Project	ACC 613	Years 2,4	Year 2: met Year 4: met	Given the strong student performance no further action was required.
Global Perspective	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ACC 617	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Ethics and Values	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ACC 607	Years 3, 5	Year 2: met for 3/5 criteria Year 4: met	Year 2 assessment revealed weakness in the areas of application of ethical theory/models and governance recommendation. A GAT was formed, which recommended that SOA (1) increase coverage of descriptive literature on how ethical decisions are actually made as opposed to the more traditional coverage of normative ethics of how ethical decisions should be made (2) incorporate behavioral influences on decision-making in the future offerings of ACC 607 (C)
Indirect Measures - none						

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**Master of Science in Taxation (MST)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Ethical Awareness and Competence	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Tax Memo Research paper	ACC 636	Years 3 and 5	Year 3: met Year 5: program paused for revision	Given the strong student performance no further action was required.
Tax Communication	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Tax protest letter	ACC 636	Years 3 and 5	Year 3: met Year 5: program paused for revision	Given the strong student performance no further action was required.
Substantive Tax Law	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Tax Memo	ACC 636	Years 3 and 5	Year 3: met Year 5: program paused for revision	Given the strong student performance no further action was required.
Strategic Tax Analysis and Planning	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper	ACC 636	Years 3 and 5	Year 3: met Year 5: program paused for revision	Given the strong student performance no further action was required.
Indirect Measures - none						

Table 5-1

Professional MBA (MBA)

Assessment Plan and Results for Most Recently Completed Accreditation Cycle

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills- Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Case	MBA 683	Years 4, 5	Year 4: met Year 5: met	Given the strong student performance no further action was required.
Communication Skills- Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Oral presentations	MBA 683	Years 4, 5	Year 4: met Year 5: met	Given the strong student performance no further action was required.
Business Acumen and Strategic Decision Making	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Case	MBA 683	Years 4, 5	Year 4: met for 4/5 criteria Year 5: met	Year 4 assessment revealed weakness in the area of assessing competitive position. The MBA Committee (GAT) recommended increased use of cases to illustrate how to assess a firm's competitive position (P)
Global and Inter- Cultural Competence	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Discussion Board	MBA 683	Years 4, 5	Year 4: met Year 5: met for 3/4 criteria	Year 5 assessment revealed weakness in the area of "Develops strategic options by integrating global and inter-cultural factors." A GAT will evaluate student performance in this area and develop a plan to close the loop in Fall 2021.
Values Driven Leadership-Ethics	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper Quiz Exam	MBA 677	Years 4, 5	Year 4: met Year 5: met	Given the strong student performance no further action was required.
Values Driven Leadership-Team Work	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Teamwork Competency Survey	MBA 631	Years 4, 5	Year 4: met Year 5: met	Given the strong student performance no further action was required.
Values Driven Leadership-Leadership Philosophy	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper Project Quiz	MBA 677	Years 4, 5	Year 4: met Year 5: met	Given the strong student performance no further action was required.
Indirect Measures - none						

Table 5-1
Executive MBA (EMBA)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills-Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Case	EMBA 683	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Communication Skills-Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Oral Presentations	Prof. Dev.	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Global and Inter-Cultural Competence	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Professional Development	Study Abroad	Years 2, 5	Year 2: met Year 5: met	Because of Covid-19, the two-weeks study abroad program was cancelled. Consequently, in year 5 this goal was assessed using the Major Field Test.
Values Driven Leadership-Ethics	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Papers Presentations Participation Quiz	EMBA 678	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Values Driven Leadership-Team Work	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Peer Assessment	Prof. Dev.	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Values Driven Leadership-Leadership Philosophy	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper Project Quiz	EMBA 678	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Indirect Measures						
Functional Business Knowledge	Scores at or above the national average overall and in each subsection of the test	ETS® Major Field Test	EMBA 683	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Global and Inter-Cultural Competence	Scores at or above the national average overall and in each subsection of the test	ETS® Major Field Test	EMBA 683	Years 2, 5	Year 5: met	Given the strong student performance no further action was required.

Table 5-1

**SCB Majors and Emphasis
Assessment Plan and Results for Most Recently Completed Accreditation Cycle**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Finance	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Case Study	FIN 422	Years 2, 5	Year 2: met Year 5: met for 1/4 criteria	Year 5 assessment revealed weakness in the area of developing free cash flows which affected student performance in applying the time value of money and estimating the market value of the firm's equity. A GAT was formed, which recommended implementing in-class peer review of the mergers assignment and devoting more time in class to reviewing mergers and development of cash flows (P)
Marketing	At least 70% of the students will score 70% and above	Multiple choice test	MKT 451	Years 3,5	Year 3: not met Year 5: met	Year 3 assessment revealed weakness in the areas of application of marketing 4Ps and in the comprehension of modern marketing concept/customer orientation. A GAT was formed, which recommended standardizing the topics and focus areas in MKT 350 which students take before MKT 451 (C)
Logistics and Distribution Emphasis	At least 70% of the students will score 70% and above	Multiple choice test	MKT 457	Years 3,5	Year 3: not met Year 5: met	Year 3 assessment revealed weaknesses in the application of supply chain management concepts to specific situations within a firm. A GAT was formed, which recommended giving the test to only students doing an emphasis in logistics instead of to the entire class (P)
Sales Emphasis	At least 70% of the students will score 70% and above	Exam	MKT 456	Years 3,5	Year 3: not met Year 5: met	Year 3 assessment revealed weaknesses in the comprehension of sales management. A GAT was formed, which recommended changing the timing of the test and giving it at the end of the semester after concepts have been fully introduced (P)
Entrepreneurship	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Business Plan	ENT 351	Years 3, 5	Year 3: met for 12/14 criteria Year 5: met	Year 3 assessment revealed weakness in the areas of venture financing and composition and associated roles of the management team. A GAT was formed, which recommended devoting more class time to and putting additional emphasis on the weak areas (P)

General Management	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Team Building Exercise	MGT 345	Years 3, 5	Year 3: met Year 5: met	Given the strong student performance no further action was required.
Human Resource Management	At least 70% of the students will score 70% and above	Multiple choice test	MGT 333	Years 3, 5	Year 3: met for 3/5 criteria Year 5: met	Year 3 assessment revealed weakness in the areas of training and performance management. A GAT was formed, which recommended revising the assessment instrument employed (P)
Operations Management	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Assignment	MGT 367	Years 2, 4	Year 2: met Year 4: met	Given the strong student performance no further action was required.
International Business <u>Objective 1</u>	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ECO 369	Years 2, 5	Year 2: met for 1/3 criteria Year 5: met for 1/3 criteria	Year 3 assessment revealed weaknesses in identifying how international economic forces affect business and how businesses expand internationally. A GAT was formed, which recommended adding more topics that focus on firms operating in the global environment (P). Year 5 assessment results indicate that although the recommendations improved student performance, the target was still not met. A GAT will evaluate student performance in this area and develop a plan to close the loop in Fall 2021.
Management Information Systems Emphasis	At least 70% of the students will score 70% and above	Pre and post test	MGT 351	Years 3, 5	Year 3: met for 18/20 criteria Year 5: met	Year 3 assessment revealed weaknesses in the invoice verification step of the procurement process and identifying the typical distribution channels. A GAT was formed, which recommended changing the assessment format to multiple choice from multi-answer (P)
Supply Chain Management	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Quiz	MGT 337	Years 3, 5	Year 3: met for 2/4 criteria Year 5: met for 3/4 criteria	Year 3 assessment revealed weaknesses in understanding the competitive advantages from improving purchasing and in integrating SCM concepts. A GAT was formed, which recommended revising the assessment instrument (P). Year 5 assessment results indicate only a marginal improvement in one of the weak areas. A GAT will be formed in Fall 2021 to reevaluate student performance.
Business Economics- <u>Information Literacy</u>	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Information literacy Assignment	ECO 210 ECO 211	Years 3, 5	Year 3: met Year 5: met for 3/4 criteria	Year 5 performance revealed some weakness in the area of sourcing information. A GAT was formed which recommended consistently posting resources and tutorials prepared by the GVSU library on all course sections Bb sites (P)

Business Economics- <u>Written Communication</u>	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper	ECO 313 (SWS) ECO 300 (SWS)	Year 3 Year 5	Year 3: met Year 5: met	Given the strong student performance no further action was required.
Business Economics- <u>Problem Solving</u>	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Research Project	ECO 495	Years 3, 5	Year 3: not met Year 5: met for 1/4 criteria	Year 3 assessment revealed weaknesses in all areas measured by the rubric. A GAT was formed, which recommended (1) requiring students to take ECO 300 (Data Analytics in Business and Economics) before taking ECO 495. In other words, changing ECO 300 from an elective to a requirement for the major (2) building a hierarchy of learning in the data projects as students move from ECO 300 to ECO 495 (C). Although, year 5 assessment showed a 15-30% increase on all four-criterion measured by the rubric, student performance was below target on developing a plan to solve the problem, collecting and analyzing information and interpreting the findings. A GAT will evaluate student performance in this area and develop a plan to close the loop in Fall 2021.
Real Estate Emphasis	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Data analysis report	ECO 336	Years 3, 5	Year 3: met Year 5: met	Given the strong student performance no further action was required.
Indirect Measures						
International Business <u>Objective 2</u>	Scores at or above the national average overall and on each subsection of the test	<i>ETS</i> ® The HEIghten Assessment of Intercultural Competency and Diversity	IB Majors	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Business Economics- <u>Disciplinary Content Knowledge</u>	Scores at or above the national average overall and on the economics and quantitative subsections of the test	<i>ETS</i> ® Major Field Test	MGT 495 Bus Eco Majors	Years 3, 5	Year 3: met Year 5: met	Given the strong student performance no further action was required.