SCB Majors Assessment Report (2016-2021)

Finance Assessment Results

Round 1: Winter 2018 (3 sections of FIN 422)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Develop the forecasted free cash flows of the firm	3	44	21	58	126	3.1	63%
Estimate the appropriate cost of capital for the firm	0	17	98	11	126	3.0	87%
Apply the time value of money concepts to determine the intrinsic value of operations	0	0	0	126	126	4.0	100%
Estimate the market value of the firm's equity	0	0	0	126	126	4.0	100%

Round 2: Fall 2020 (2 sections of FIN 422)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Develop the forecasted free cash flows of the firm	6	35	22	26	89	2.8	54%
Evaluate projects based on supplied cash flows	3	19	20	47	89	3.2	75%
Apply the time value of money concepts to determine the intrinsic value of operations	6	23	38	22	89	2.9	67%
Estimate the market value of the firm's equity	7	23	40	19	89	2.8	66%

We did not assess the second objective, because if the student missed the discount rate, the following TVM and Valuation of the Firm would be incorrect. Instead, we supplied the rate and focused on performance in the latter two aspects. Also, we decided to add the fifth objective on Capital Budgeting methods and concepts, due to lower performance in that area in the 320 assessments.

Marketing Assessment Results

Round 1: Winter 2019

Marketing Major (5 sections of MKT 451)

Marketing Goals and Objectives	Questions in the assessment tool that address each objective	% of correct answers
1. Comprehension of the marketing mix/4Ps		
1.1 Students should be able to identify/describe each part of the marketing mix/4Ps.	1, 2 and 3	78.95
1.2 Students should be able to apply the marketing mix/4Ps in a sufficient manner.	4, 5, and 6	56.04
2. Comprehension of the modern marketing concept/customer orientation		
2.1 Students should be able to describe/understand the modern marketing concept/customer orientation.	7, 8 and 9	57.92
2.2 Students should be able to apply the marketing concept/customer orientation in a sufficient manner.	10, 11 and 12	55.21
Overall (N = 160)		**60.71**

Logistics and Distribution Emphasis (2 sections of MKT 457)

Distribution and Logistics Goals and Objectives	Questions in the assessment tool that address each objective	% of correct answers
1. Comprehension of the principles of Distribution & Logistics		
1.1 Students should understand the basic concepts of Distribution & Logistics.	1, 8 and 9	91.26
1.2 Students should understand the competitive advantages that can be derived from improved distribution & logistics.	5 and 6	86.88
2. Students should be able to demonstrate competency of skills associated with Distribution & Logistics		
2.1 Discern differing business strategies and their level of fit within a particular model of supply chain management.	3 and 7	61.47
2.2 Have the ability to apply differing supply chain management concepts to specific situations within a firm.	2, 4 and 10	63.39
Overall (N = 61)		**76.14**

Sales Emphasis (1 section of MKT 456)

Sales Emphasis Goals and Objectives	Questions in the assessment tool that address each objective	% of correct answers
1. Comprehension of the Fundamentals of Professional Sales		
1.1 Students should be able to understand the fundamentals of Sales	1, 2 and 3	95.24
1.2 Students should be able to apply the Fundamentals of Sales in a sufficient manner.	4, 5 and 6	85.71
2. Comprehension of Sales Management		
2.1 Students should be able to understand the fundamentals of Sales Management	7 and 10	54.28
2.2 Students should be able to apply the fundamentals of Sales Management in a sufficient manner.	8 and 9	59.05
Overall (N=35)		**88.28**

Round 2: Winter 2021

Marketing Major (2 sections of MKT 451)

Question	# of students who answered correctly	% of students who answered correctly
1	64	100
2	54	84.37
3	39	60.95
4	56	87.5
5	33	51.56
6	39	60.94
7	38	59.37
8	51	79.69
9	34	53.12
10	40	62.5
11	38	59.37
12	59	92.19
N	64	70.96

Logistics and Distribution Emphasis (1 section of MKT 457)

Question#	# Correct	% Correct
Q1	1	100%
Q2	1	100%
Q3	1	100%
Q4	1	100%
Q5	1	100%
Q6	1	100%
Q7	1	100%
Q8	1	100%
Q9	1	100%
Q10	1	100%
N	1	1

Sales Emphasis (1 section of MKT 456)

Question	# of students who answered correctly	% of students who answered correctly
1	30	90.91
2	29	87.88
3	30	90.91
4	21	63.64
5	32	96.97
6	31	93.94
7	29	87.88
8	28	84.85
9	28	84.85
10	24	72.73
N	33	85.45

Management Majors

Entrepreneurship

Round 1: Winter 2019 (Matt Larson: 1 section of ENT 351)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% performing at level 3 or above
Feasibility							
Market Research	1	4	10	2	17	2.8	71%
Customer Discovery	1	4	11	1	17	2.7	71%
Business Plan							
Business Model							
The Opportunity (how well-identified, how significant of an opportunity, forces creating the opportunity)	1	3	13		17	2.7	76%
The Business Concept and Product(s) (core concept for the business, value proposition, product/service mix)		3	11	3	17	3.0	82%
The Market (definition, size, market potential, target audience, purchase decision maker & process)		4	12	1	17	2.8	76%
Financials							
Financials (cash flow statement, income statement, balance sheet)	1	4	11	1	17	2.7	71%
Economics of the Business (margins, breakeven, cost structure, how we will make our money)		4	9	4	17	3.0	76%
Venture Financing (money needed, from where, how investors will receive their return, rate of return to them)	1	5	10	1	17	2.6	65%
Business Launch							
Marketing (pricing, promotion, selling, distribution, facilities, location, etc.)		2	15		17	2.9	88%
Operations (staffing requirements, how product/service will be produced, delivered, supported, logistics, inventory)		4	10	3	17	2.9	76%
Management Team (players, roles, experience/credibility, compensation, board of directors, key advisors)		6	8	3	17	2.8	65%
Non-financial resource requirements (people, facilities, location, etc.)	1	4	10	2	17	2.8	71%
Written Document Mechanics		4	7	6	17	3.1	76%
Overall Effectiveness		4	10	3	17	2.9	76%

Round 2: Winter 2021 (Matt Larson: 1 section of ENT 351)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Feasibility							
Market Research		2	2	13	17	3.6	88%
Customer Discovery		2	2	13	17	3.6	88%
Business Plan							
Business Model							
The Opportunity (how well-identified, how significant of an opportunity, forces creating the opportunity)		3	2	12	17	3.5	82%
The Business Concept and Product(s) (core concept for the business, value proposition, product/service mix)		3	10	4	17	3.1	82%
The Market (definition, size, market potential, target audience, purchase decision maker & process)		3	2	12	17	3.5	82%
Financials							
Financials (cash flow statement, income statement, balance sheet)		4	6	7	17	3.2	76%
Economics of the Business (margins, breakeven, cost structure, how we will make our money)		3	6	8	17	3.3	82%
Venture Financing (money needed, from where, how investors will receive their return, rate of return to them)		3	2	12	17	3.5	82%
Business Launch							
Marketing (pricing, promotion, selling, distribution, facilities, location, etc.)		3	3	11	17	3.5	82%
Operations (staffing requirements, how product/service will be produced, delivered, supported, logistics, inventory)		3	3	11	17	3.5	82%
Management Team (players, roles, experience/credibility, compensation, board of directors, key advisors)		3	2	12	17	3.5	82%
Non-financial resource requirements (people, facilities, location, etc.)		2	1	14	17	3.7	88%
Written Document Mechanics		3	1	13	17	3.6	82%
Overall Effectiveness		3	1	13	17	3.6	82%

General Management

Round 1: Winter 2019 (Bill Mothersell: 1 section of MGT 345)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of Students	Total # of Completed Surveys	Average Score	% of Student Performing at Level 3 or Above
Demonstrate understanding of, and apply, basic concepts of interpersonal behavior	2	4	52	103	41	161	3.59	96%
Exhibit interpersonal competence	1	7	53	100	41	161	3.56	95%

Round 2: Winter 2021 (Bill Mothersell: 1 section of MGT 345)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of Students	Total # of Completed Surveys	Average Score	% of Student Performing at Level 3 or Above
Demonstrate understanding of, and apply, basic concepts of interpersonal behavior	1	1	18	49	69	313	3.67	97%
Exhibit interpersonal competence	1	4	19	45	69	313	3.57	93%

Human Resource Management

Round 1: Fall 2018 (Dan Wiljanen and Suzanne Crampton: 2 sections of MGT 333)

	% answered correctly		
Question #	**Crampton**	**Wiljanen**	**Average**
1 Staffing	89	76	82.5
2 Training	78	61	69.5
3 Compensation	97	92	94.5
4 Performance Management	78	58	68
5 Employee Relations	97	82	89.5

Round 2: Fall 2020 (Dan Wiljanen and Marie McKendall: 3 sections of MGT 333)

Question #	**Average**
1 Staffing	89
2 Training	85
3 Compensation	88
4 Performance Management	81
5 Employee Relations	81

International Business

Objective 1 Round 1: Winter 2018 (Gerry Simons: 2 sections of ECO 369)

Criterion	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Identify how international economic forces affect business	1	12	4	3	20	2.5	35%
Identify the principal institutions that shape international business	2	0	17	1	20	2.9	90%
Identify how businesses expand internationally	1	12	4	3	20	2.5	35%

Objective 1 Round 2: Winter 2021 (Gerry Simons: 2 sections of ECO 369)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Identifies how international economic forces affect business	3	14	26	5	48	2.7	65%
Identifies principal institutions that shape international business	0	8	23	9	40	3.0	80%
Identifies how businesses expand internationally	5	13	28	2	48	2.6	63%

I used a different exercise (on a different day) for objective 2 than objective 1, and only 40 students completed the exercise for the second objective (fewer students came to class that day).

Objective 2 Round 1: Fall 2017 ETS Intercultural Competence Test, Field Test (N=100, 3 sections of MGT 331-1, 3 and 5)

Sample	Analyze-Act Score	Approach
IB Majors (N = 2)	168	124.5
Seidman Average (N = 99)	167.7	118.3
Overall Assessment	Proficient	Neutral
Comparison Group Average	166.3	119.9
Overall Assessment	Proficient	Neutral

Objective 2 Round 2: Fall 2020 and Winter 2021, IB majors

ETS Intercultural Competence Test, Field Test (N=5 IB majors)

Sample	Analyze-Act Score	Approach
IB Majors (N = 5)	176.2	131
Overall Assessment	Advanced	Neutral
Comparison Group Average	167.4	120.9
Overall Assessment	Proficient	Neutral

MIS

Round 1: (Winter 2019, Dana McCann) PDF document
Round 2: Winter 2021

Operations Management

Round 1: Winter 2018 (MGT 367, Lori Koste)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
1. Completeness	4	0	17	20	41	3.3	90%
2. Understanding	4	0	17	20	41	3.3	90%
3. Analysis, evaluation and recommendations							
3.1 insightful and thorough analysis	4	0	17	20	41	3.3	90%
3.2 makes connections between issues	4	0	17	20	41	3.3	90%
3.3 supports diagnosis and opinions	4	0	17	20	41	3.3	90%
3.4 presents detailed, realistic and appropriate recommendations	4	0	17	20	41	3.3	90%
Writing Mechanics	4	0	17	20	41	3.3	90%

Round 2: Winter 2020 (MGT 367, Lori Koste)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
1. Completeness	0	1	17	20	38	3.5	97.37%
2. Understanding	0	1	17	20	38	3.5	97.37%
3. Analysis, evaluation and recommendations							
3.1 insightful and thorough analysis	0	1	17	20	38	3.5	97.37%
3.2 makes connections between issues	0	1	17	20	38	3.5	97.37%
3.3 supports diagnosis and opinions	0	1	17	20	38	3.5	97.37%
3.4 presents detailed, realistic and appropriate recommendations	0	1	17	20	38	3.5	97.37%
Writing Mechanics	0	1	17	20	38	3.5	97.37%

SCM

Round 1: Winter 2019 (3 sections of MGT 337, Dan Pellathy)

Goals & Objectives	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Goal 1: Comprehension of the principles of supply chain management							
Obj 1: Students should understand the basic concepts of purchasing in supply chain management	2	25	49	38	114	3.1	76%
Obj 2: Students should understand the competitive advantages that can be derived from improved purchasing in supply chain management	13	36	39	26	114	2.7	57%
Goal 2: Students should be able to demonstrate competency of skills associated with supply chain management							
Obj 1: Discern differing business strategies and their level of fit within a particular model of supply chain management	2	13	25	74	114	3.5	87%
Obj 2: Integrate general supply chain management concepts and apply them to specific situations within a firm	14	21	38	41	114	2.9	69%

Round 2: Winter 2020 (2 sections of MGT 337, Dan Pellathy)

Goals & Objectives	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Goal 1: Comprehension of the principles of supply chain management							
Obj 1: Students should understand the basic concepts of purchasing in supply chain management	5	15	21	30	71	3.1	72%
Obj 2: Students should understand the competitive advantages that can be derived from improved purchasing in supply chain management	12	19	26	14	71	2.6	56%
Goal 2: Students should be able to demonstrate competency of skills associated with supply chain management							
Obj 1: Discern differing business strategies and their level of fit within a particular model of supply chain management	7	6	19	39	71	3.3	82%
Obj 2: Integrate general supply chain management concepts and apply them to specific situations within a firm	8	14	21	28	71	3.0	69%

Here are the highlights:
* Roughly 70% or more of students score a Level 3 or Level 4 on questions assessing Learning Objectives 1, 3, and 4
* Roughly 56% of students scoring above a Level 3 or Level 4 for questions that assessed Learning Objective 2.

These results were basically the same as Round 1, maybe a shade lower. The tick lower might be attributed to the chaos of the lockdowns and to the fact that in Round 1, I collected data from two sections, whereas in Round 2 I collected data from only one section.

More significantly, it looks like there's a bit of a problem with the assessment of Learning Objective 2.

Each learning objective was assessed using three questions in the following way:

0/3 = Level 1
1/3 = Level 2
2/3 = Level 3
3/3 = Level 4

But one of the questions used to assess Learning Objective 2 seems to be driving the results. The choices provided for the question were not adequately distinct, so there seems to have been quite a bit of confusion among the students in answering the question. As a result, this question is pulling the entire assessment for Learning Objective 2 down.

If we threw that question out, and assessed Learning Objective 2 as below, the scores for Learning Objective 2 would likely rise substantially in both rounds of data collection:

0/2 = Level 1
Level 2- N/A
1/2 = Level 3
2/2 = Level 4

Or maybe there's some other way to deal with what is essentially an invalid question in the tool?

I could also roll out an entirely new round of data collect this semester. But if I used the same tool – with the same invalid question – I'm guessing I'd get similar results.

Business Economics

1.1 Information Literacy

Round 1: Fall 2018 (13 sections of 210 and 14 sections of 211)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Seeks information	2	6	14	12	34	3.1	76%
Evaluates Information	1	7	15	11	34	3.1	76%
Uses information	2	8	14	10	34	2.9	71%
Sources information	1	5	11	17	34	3.3	82%

Round 2: Fall 2020 (15 sections of 210 and 12 sections of 211

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Seeks information	1	2	7	14	24	3.4	88%
Evaluates Information	1	5	7	11	24	3.2	75%
Uses information	2	6	6	10	24	3.0	67%
Sources information	2	6	8	8	24	2.9	67%

1.2 Written Communication

Round 1: Fall 2018 (3 sections of SWS 313)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Content	2	19	30	18	69	2.9	70
Organization	2	13	34	20	69	3.0	78
Tone	2	13	34	20	69	3.0	78
Mechanics	2	12	34	21	69	3.1	80
References	2	12	34	21	69	3.1	80
Format	2	12	34	21	69	3.1	80

Round 2: Winter 2021 (3 sections of ECO 300)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Content	0	2	10	7	19	3.3	89%
Organization	0	1	3	15	19	3.7	95%
Tone	0	4	6	9	19	3.3	79%
Mechanics	0	1	11	7	19	3.3	95%
References	0	2	7	10	19	3.4	89%
Format	0	1	6	12	19	3.6	95%

2: Disciplinary Content Knowledge

Round 1: Fall 2018 (ETS Test in 6 sections of MGT 495)

Overall	Average Score	Standard Dev
496 Institutions (N = 69,017)	151.6 (58)*	13.9
SCB (N = 236)	150 (45)	12
ACC (N = 41)	149 (39)	14.1
BUS ECO (N = 17)	155 (76)	12

Average % of test questions answered correctly

	ACC	ECO	MGT	Quantitative Business Analysis	FIN	MKT	Legal & Social Environment	Information Systems	International Issues
496 Institutions (N = 69,017)	43.1 (41)	40.4 (41)	61.4 (38)	33.9 (49)	43.3 (44)	50.5 (35)	46.7 (44)	51.3 (38)	39.8 (43)
SCB (N = 236)	43 (41)	41 (48)	64 (56)	35 (55)	43 (44)	51 (42)	47 (44)	48 (17)	39 (35)
ACC (N = 41)	51 (95)	42 (56)	58 (25)	33 (40)	47 (74)	45 (17)	43 (15)	43 (3)	38 (28)
BUS ECO (N = 17	41 (27)	51 (97)	66 (69)	44 (95)	50 (86)	54 (63)	49 (64)	46 (8)	39 (35)

*Numbers in (.) are percent below and indicate percent of students who performed below the score or the lower limit of the score interval

Round 2: Winter 2021 (ETS in 7 sections of MGT 495)

Overall	Average Score	Standard Dev
524 Institutions (N = 120,781)	149.3 (41)*	6.8
SCB (N = 254)	154 (72)	14
ACC (N = 37)	159 (92)	14
BUS ECO (N = 19)	158 (88)	11

Average % of test questions answered correctly

	ACC	ECO	MGT	Quantitative Business Analysis	FIN	MKT	Legal & Social Environment	Information Systems	International Issues
524 Institutions (N = 120,781)	43 (41)	40.2 (42)	61.2 (38)	34 (49)	43.1 (44)	50.4 (37)	46.7 (44)	51.3 (39)	39.7 (42)
SCB (N = 254)	46 (67)	43 (66)	66 (69)	37 (70)	48 (82)	54 (65)	49 (65)	53 (60)	38 (28)
ACC (N = 37)	52 (97)	45 (78)	70 (87)	40 (86)	51 (91)	58 (88)	49 (65)	57 (91)	41 (51)
BUS ECO (N = 19)	47 (76)	52 (99)	69 (84)	46 (98)	52 (93)	50 (37)	50 (74)	52 (50)	37 (21)

*Numbers in (.) are percent below and indicate percent of students who performed below the score or the lower limit of the score interval

Goal 3: Problem Solving

Round 1: Winter 2019 (1 section of ECO 495)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Defining the problem	0	10	11	0	21	2.5	52.38
Developing a plan to solve the problem	0	15	6	0	21	2.3	28.57
Collecting and analyzing information	0	14	7	0	21	2.3	33.33
Interpreting findings and solving the problem	0	16	5	0	21	2.2	23.81

Round 2: Winter 2021 (1 section of ECO 495)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Defining the problem	0	16	34	4	54	2.8	70.37
Developing a plan to solve the problem	0	26	24	4	54	2.6	51.85
Collecting and analyzing information	0	28	22	4	54	2.6	48.15
Interpreting findings and solving the problem	0	25	25	4	54	2.6	53.70

Real Estate Emphasis and Certificate in Real Estate

Round 1: Fall 2018 (2 sections of ECO 336)

Data analysis report, requiring real estate related data and market analysis.

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Recognizes the roles of real estate maket factors	3	15	37	23	78	3.0	77%
Explain changes in real estate markets	2	10	42	24	78	3.1	85%
Gathers and evaluates market data	4	19	33	22	78	2.9	71%
Analyzes market data	2	17	34	25	78	3.1	76%

Round 2: Fall 2020 (2 sections of ECO 336)

Criteria	Level 1	Level 2	Level 3	Level 4	Total # of students	Average Score	% of students performing at level 3 or above
Recognizes the roles of real estate market factors	8	12	22	37	79	3.1	75%
Explain changes in real estate markets	4	19	34	22	79	2.9	71%
Gathers and evaluates market data	4	14	31	30	79	3.1	77%
Analyzes market data	8	6	34	31	79	3.1	82%