

## 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.)** Michael Monhollon

Campus Phone: 670-5870

Department: Kelley College of Business

Email: mikem@hsutx.edu

Academic Year of Assessment: 2017-18

### 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.)

**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.

In the boxes that follow, each learning outcome that you have selected will be immediately followed by boxes containing each

**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 50<sup>th</sup> 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. Excep(e)0.7 ( (c)-38 ( b)-0.6 (e)JJ0.002 Tc -0.

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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:

- A. ETS Major Field Test in Business
- B. KCOB Graduating Senior Survey
- C. HSU-wide Senior Survey

Criteria for Success

- A. ETS Major Field Test  
Each year, in the category “legal and social environment of business,” the average score of Hardin

Check if this is an external measure. (ETS Major Field Test and HSU-wide Senior Survey)

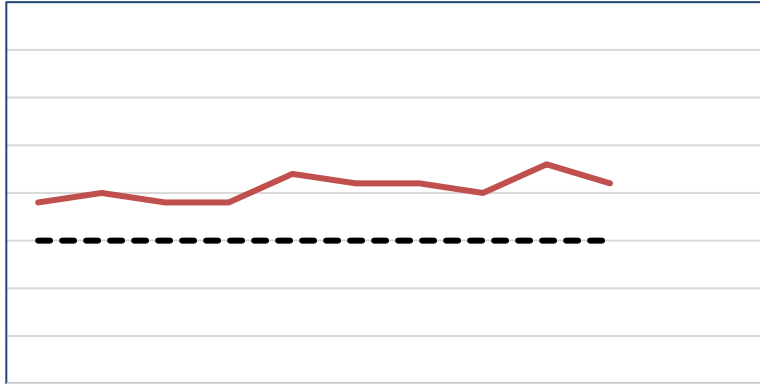
**Assessment Results**

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 50<sup>th</sup> 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

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...**

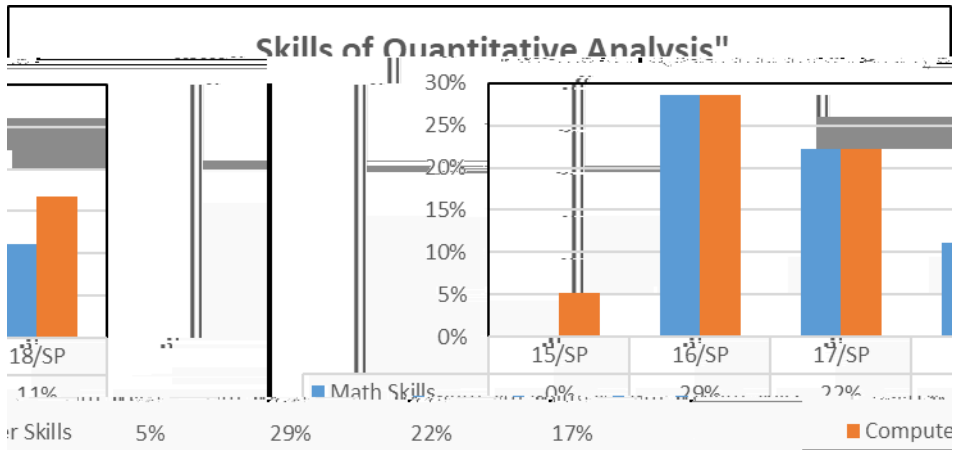
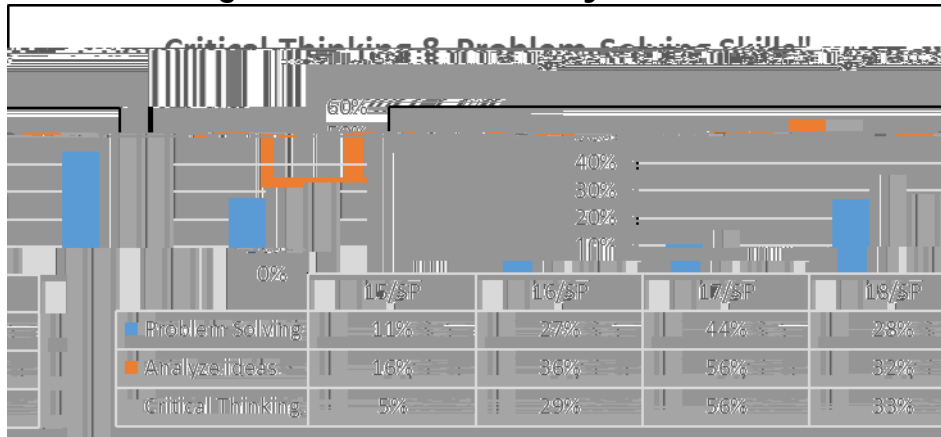
In the university-wide senior survey, students are asked about HSU's impact on their skills and knowledge in various areas, having to choose between "great impact," "some impact," and "no impact." We examine the responses of KCOB students both over time and in relation to students graduating from other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





Analysis of Qualitative data for Learning Outcome 3:  
**HSU-wide Graduating Senior Survey:**  
**"HSU had a great influence on my..."**



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

**Assessment Results**

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Analysis of Quantitative data for Learning Outcome 4:

<b>Writing Proficiency Exam</b>			
	<b>HSU Passing Rate</b>	<b>KCOB Passing Rate</b>	<b>Goal Met</b>
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:

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

multiple choice (K)2

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Analysis of Qualitative data for Learning Outcome 4:  
**HSU-wide Graduating Senior Survey:**



**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.



## 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.