



**KELCE COLLEGE OF BUSINESS ASSURANCE OF  
LEARNING PROGRAM  
2014 – 2018**



## Preface

This document provides a detailed presentation and analysis of assurance of learning activities in the Kelce College of Business during the AACSB peer review period of 2014-2018. The document highlights learning goals, measures, results, and actions that occurred during this time period.

The overriding goal of the AOL process is to improve upon the Kelce tradition of assuring that students master the knowledge and skills which enable them to succeed in the global business community.

### **Curricula Management & Assurance of Learning (CAOL) Committee Members:**

Dr. Eric Harris (MGMKT, Chair)  
Dr. Din Cortes (ECON, MBA)  
Dr. Jay Van Wyk (IB)  
Dr. Sang Lee (MGMT)  
Dr. June Freund (ECON)  
Dr. Fang Lin (FIN)  
Mr. Dwight Strong (ACIS)  
Dr. Peter Rosen (ACIS) (former member)  
Dr. Kevin Bracker (EFB)  
Dr. Lynn Murray (MGMKT)

#### *Ex-officio membership:*

Ms. Suzanne Hurt (Academic Advising)

# Contents

AOL PROCESS IMPROVEMENT AND RESPONSE TO PRT RECOMMENDATION.....	1
AOL CYCLE: ACADEMIC YEARS 2014 – 2018.....	2
BBA LEARNING GOALS AND OBJECTIVES .....	3
MATURITY, ALIGNMENT, AND AOL SCHEDULE.....	4
BBA BENCHMARKING AND CONTINUAL IMPROVEMENT .....	4
UNDERGRADUATE ASSESSMENT MAP & PLAN.....	5
ASSURANCE OF LEARNING: RESULTS IN BRIEF.....	6
BBA GOALS – ASSESSMENT RESULTS .....	7
BBA MAJOR FIELD TEST RESULTS (GOAL 4.2).....	16
MBA LEARNING GOALS AND OBJECTIVES .....	20
MBA ASSESSMENT MAP & PLAN.....	21
MBA BENCHMARKING AND CONTINUAL IMPROVEMENT .....	21
MBA GOALS – ASSESSMENT RESULTS.....	22
MBA MAJOR FIELD TEST RESULTS.....	30
INDIRECT MEASURES.....	31
AOL, CURRICULUM IMPROVEMENT, AND REVISIONS .....	35
Summary of Improvement Needs Identified by the AOL Process, 2014-2018.....	35
Kelce Curriculum Updates & Revisions 2014-2018.....	36
Undergraduate Admission Requirements .....	43
Graduate Admission Requirements.....	43
Kelce College Core .....	45
Degree Name Change .....	46
Certificate Program Addition.....	46
New Masters Program .....	46
New Professional Online MBA .....	46
New MBA Concentration .....	47
MBA Dual Degree Program .....	47

## **Kelce College of Business**

### **Assurance of Learning Process Improvement and Response to Peer Review Team Recommendation - 2014**

At the conclusion of the Spring 2014 Peer Team Review, the Kelce College received the following recommendation:

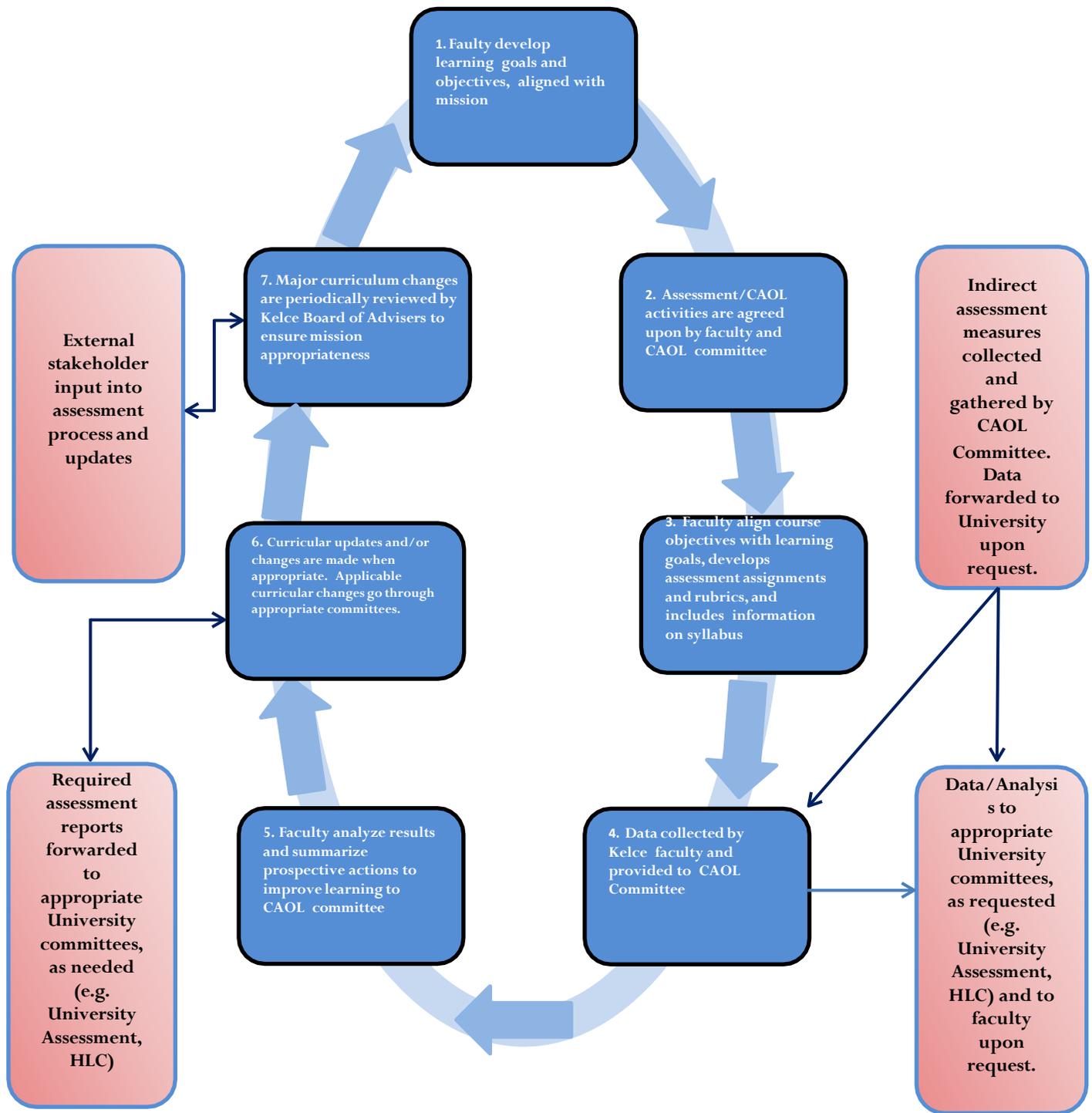
**“The College has a mature and effective AOL program, however, further development is needed for its overall curriculum management plan and it’s linkage to the assurance of learning activities (Standard 8: Curricula Management and Assurance of Learning)”.**

During the 2014-2018 review period, the Kelce College followed the recommendation of the Peer Review Team to forge a closer bond between the Curriculum Management and Assurance of Learning processes by merging two committees (Curriculum Management & Assessment) into one committee, the Curricula Management & Assurance of Learning Committee.

The assurance of learning program in the Kelce College of Business centers on learning goals and objectives that are determined by the faculty and are in alignment with the Kelce mission. The focus of the program is continual improvement for the College. Learning goals are assessed through in-class activities and a nationally-recognized comprehensive business exam, the Major Field Test (ETS). Results are measured against expectations and analyzed by both faculty and AOL committee members. Changes to course delivery and/or curriculum are based on the results obtained. Any changes to the curriculum and/or updates are reported to the Kelce CAOL Committee. Feedback is gathered from the Kelce Board of Advisors when applicable. The AOL process has allowed the faculty to close the AOL loop by measuring, improving, and re-measuring learning goals while including data and input from numerous sources and stakeholders.

# Kelce College of Business

## Assurance of Learning Cycle 2014-2018



## BBA LEARNING GOALS AND OBJECTIVES

The learning goals in the Kelce College of Business are directly tied to the mission statement, to wit:

*“The Kelce College of Business prepares future business professionals within a student- focused environment by empowering students from diverse backgrounds to succeed within the global business community. We provide a foundation for life-long learning and a spirit of engagement by delivering affordable, high-value undergraduate and graduate business education programs. We accomplish this through small classes, committed faculty, scholarship, and community outreach.”*

The Kelce faculty believes that in order to be a successful business professional, the graduate must be able to effectively communicate, to identify and analyze business issues in an ethical manner, to think analytically and be an effective problem-solver, and to possess a solid understanding of the functional areas of business.

### **BBA Goal 1: Our graduates will be effective communicators.**

- Objective 1:* Our graduates will be able to effectively write on a business subject in a professional manner.
- Objective 2:* Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner.

### **BBA Goal 2: Our graduates will be able to identify and analyze ethical issues.**

- Objective 1:* Our graduates will be able to identify ethical issues and formulate potential resolutions.

### **BBA Goal 3: Our graduates will be able to think analytically and be effective problem-solvers.**

- Objective 1:* Our graduates will be able to analyze information and demonstrate effective problem solving skills.

### **BBA Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.**

- Objective 1:* Our graduates will exhibit proficiencies in accounting, economics, finance, information systems, management, marketing and the global nature of business.
- Objective 2:* Our graduates will exhibit proficiencies in his/her major field.

## **BBA ASSURANCE OF LEARNING: MATURITY, ALIGNMENT, SCHEDULE, AND CONTINUAL IMPROVEMENT**

The Kelce undergraduate learning goals and objectives are aligned with specific courses and are assessed according to a formalized schedule. As a key component of continual improvement, the focus of the AOL program is on assessing results pertaining to each learning goal, taking action when deemed necessary, and measuring the impact of the actions.

**Assurance Maturity.** Each learning goal in the Kelce College of Business BBA program was assessed multiple times over the past five-year period, and numerous curricular changes were made based on the results, thereby allowing the faculty to “close of AOL loop” several times.

**Alignment.** The Kelce Undergraduate Assessment Plan provides an overview of how assessment activities are aligned with Kelce curriculum, including both course-embedded and Major Field Test (MFT) assessment. The Major Field Test (MFT) presents an opportunity for faculty to receive objective, externally-developed normed scores. These scores are monitored closely each year.

**AOL Schedule.** The schedule below shows the assessment data collection for each learning goal. The results of the assessment activities are presented in the following sections of this report.

**Benchmarking and continuous improvement.** In order to foster continuous improvement, faculty members must track the progress of their students relating to learning goal achievement and strive to improve student learning each year. Accordingly, each year’s assessment results are measured against the previous year’s results. Positive trends are expected, and actions are taken to improve student performance and/or curricular content when necessary.

Faculty expectations on the MFT exam include: *one standard deviation within the national mean meets expectations, one standard deviation below the national mean falls below expectations, and one standard deviation above the national mean exceeds expectations.* Action is taken when our students’ scores fall below expectations. In the spirit of continual improvement, faculty also strive to improve scores that fall within either the “meets expectations” or “exceeds expectations” boundaries.

## Kelce Undergraduate Assessment Map & Plan

Goal / Objective	Content	Course	Tool	SP 14	FA 14	SP 15	FA 15	SP 16	FA 16	SP 17	FA 17	SP 18
1.1	Written Communication	MGT 690	Case Study	<input type="checkbox"/>	<input type="checkbox"/>							
1.2	Oral Communication	MGT 690	Oral Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
2.1	Ethics	MGT 430	Essay	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
3.1	Analysis/ Problem Solving	MGT 690	Case Study		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1 Business Proficiencies	Finance	FIN 326	Project MFT	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/>						
	Information Systems Management	CIS 420	Project MFT MFT	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
	Marketing	MKTG 330	Paper MFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accounting	ACCTG 420	Project MFT	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Global Issues	IB 330	Paper MFT	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Economics		MFT	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
4.2	All areas	MGT 690	MFT	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

## ASSURANCE OF LEARNING: RESULTS IN BRIEF

### Course embedded assessment

- While student performance has been strong across indicators, noteworthy improvements have been evident in presentation and communication skills, due in part to an increased focus on these skills in MGT 690, Business Strategy.
- Marked improvements in student performance across three objectives in particular (Finance, Accounting, and International Business) may be traced to increased focus on specific issues in these courses. Student performance on the MFT in these areas has also improved over the review period.
- The increased focus on SWOT analysis in MGT 690 Business Strategy has coincided with a general improvement in student problem-solving skills.
- After disappointing results in Marketing in SP 2014, this indicator has improved over the past four years due, in part, to increased attention to marketing mix, segmentation, and formal marketing plans in MFT 330 Principles of Marketing.

### Major Field Test

- For three consecutive years, MFT results for all Kelce majors have been above the national average for each indicator. Many indicators have exceeded the national average over the past five years.
- For each year assessed, each indicator is within the acceptable range of performance, with no less than three indicators positively exceeding the “national mean plus standard deviation” mark for all Kelce students.
- Accounting, Information Systems, and Finance majors have exceeded the “national mean plus standard deviation” mark for their areas in each of the last five years.
- For all Kelce students, the Management and Information Systems areas have had the greatest (most positive) deviation from national means over the last five years.

### Indirect measures

- Indirect measures, including surveys of employers, alumni, and students, have revealed that communication skills and ethical decision-making remain top priorities. Employer and alumni groups rate these areas relatively high for Kelce graduates.
- While employer ratings are positive, two indicators (“How well do Kelce graduates compare to other business school graduates?” and “How well does Kelce prepare graduates to be productive, competent professionals?”) continue to show room for improvement (means = 5.5 and 5.8/7.0) lending further support for the need for the newly legislated Business Professionalism course.
- MBA students have rated the areas of environmental and ethical issues most strongly reflecting a focus on these areas in MGMKT 830 Business, Government, and Society.

## BBA Goal 1: Our graduates will be effective communicators.

*Objective 1:* Our graduates will be able to effectively write on a business subject in a professional manner.

**Assessment Tool:** Business case study in MGT 690 Business Strategy

GOAL	METHOD	TERM
1.1 Our graduates will be able to effectively write on a business subject in a professional	Case Study in MGMKT 645	SP 14, FA 14, SP 15, FA 15, SP 16, FA 16, SP 17, FA 17
Indirect Findings-Direct Measures	Action	Results
Students have difficulty summarizing strategic concepts and complex thinking, especially in relating and linking the summary with the content being summarized. Frequently, rather than summarize, students simply repeat the content, and in some cases, introduce new material not addressed in the strategic analysis.	Improvement in writing requires more individual writing assignments with opportunity for revision. MGT 690 Business Strategy began including an additional writing assignment making stronger use of a writing rubric.	Punctuation errors, incorrect use of apostrophes and commas, and inadequately linking subject and predicate tend to reflect insufficient attention to detail in revising during the writing process and poor proofreading of completed drafts. Use of active voice is fairly consistent, although passive voice is used more often than necessary or desirable. Results have generally improved over the semesters assessed and will continue to be closely monitored. It is noted, however, that students could benefit from a Business Professionalism course that addresses these issues, including basic business writing, as well as presentation skills.

**Indirect measures:** Communication skills ratings from alumni, fourth year students, and employers have been positive over the review period, and this area has been highly ranked in importance by employers.

**Summary:** Results indicate that student's writing quality is at an acceptable level and that progress has been made on this goal. Writing quality issues will be further addressed in the newly legislated Business Professionalism course. This goal will be closely monitored.

**BBA Goal 1: Our graduates will be effective communicators.**

*Objective 2:* Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner.

**Assessment Tool:** Oral presentations in MGT 690 Business Strategy

GOAL	METHOD	TERM
<p><b>1.2 Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner</b></p>	<p>Oral presentation</p>	<p>SP 14, FA 14, SP 15, FA 15, SP 16, FA 17, SP 18</p>
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
<p>Results are consistently strong across semesters assessed. The vast majority of students have earned at least “meets expectations” ratings across sections and semesters. Particular issues, including “delivery” issues (gestures, posture, etc.) need additional attention.</p>	<p>Dr. Horner continues to stress the importance of effective oral communication in business today. Each group now presents a minimum of five different occasions.</p>	<p>Although given verbal feedback on each of these presentations, 1/3 to 1/2 of the groups repeat the same mistakes in their final presentation. Progress is continually monitored each semester. The addition of the Business Professionalism course is expected to help in this area and this will be considered for future assessment.</p>

**Indirect measures:** As noted in LO1:1, communication skills ratings from alumni, fourth year students, and employers have been positive over the review period, and they have ranked highly in importance by employers.

**Summary:** Results indicate that, like writing quality, oral presentation skills are acceptable in the Kelce College. However, improvements can be made and progress will be monitored, including specific changes that occur in the Business Professionalism course. This goal will also be closely monitored.

## BBA Goal 2: Our graduates will be able to identify and analyze ethical issues.

*Objective 1:* Our graduates will be able to identify ethical issues and formulate potential resolutions.

**Assessment Tool:** Essay dealing with business ethics in all MGT 430 Legal and Social Environment of Business classes; assessment changed to common exam questions in SP '18

GOAL	METHOD	TERM
<b>2.1 Ethical Issues identification and resolution: Our graduates will be able to identify ethical issues and formulate potential resolutions</b>	Essay in MGT 430, and common exam questions (SP 18)	SP 14, SP 15, FA 16, FA 17
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Student performance has been relatively strong in the area of business ethics, however, a new method of assessing ethics was initiated in Spring 2018, when five common ethics questions were included on the first examination in each section of MGT 430. The results were analyzed and indicate that students did well recognizing the relationship between law, ethics, and business performance. However, students did less well recognizing and applying the different types of ethical frameworks. Improvement is needed in that area.	In each section of L&S, increased attention has been given to ethics, especially to addressing the different types of ethical frameworks. Moving forward, common ethics questions will be again be included on the first examination so the various semesters' results can be compared.	The data from this first semester using the new assessment method provides a baseline for comparing it with future semesters. Future results of this assessment method will compare each semester's results with those of the initial semester's results, as well as those of subsequent semesters in which this method is used.

**Indirect measures:** Ethical issues were ranked as the second most important topic by employers over the review period and satisfaction ratings from this group were high as well (avg. 6.2). Ratings were also high from fourth year students and alumni (significantly greater than the midpoint of the scale at  $p < .05$ ).

### BBA Goal 3: Our graduates will be able to think analytically and be effective problem-solvers.

*Objective 1* Our graduates will be able to analyze information and demonstrate effective problem solving skills

**Assessment Tool:** SWOT analysis assignment in MGT 690 Business Strategy.

GOAL	METHOD	TERM
<b>3.1 Problem solving: Our graduates will be able to analyze information and demonstrate effective problem solving skills</b>	SWOT analysis in MGT 690 Business Strategy	FA 14, FA 16, SP 17, FA 17, SP 18
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Students have difficulty addressing characteristics of the external environment and distinguishing between external forces and decisions and actions by firm managers. Opportunities typically are described in terms of potential actions by the firm rather than focusing on external conditions that present favorable conditions for potential value creation.	An exercise requiring students to practice the SWOT analysis tool was created for Fall 2016 semester. Also, one of the Spring 2017 writing assignments included a SWOT analysis that provided additional student exposure to SWOT.	Beginning in FA 16, student performance on opportunities and external conditions began to improve. This section of strategic problem solving remains an important focus of the class.

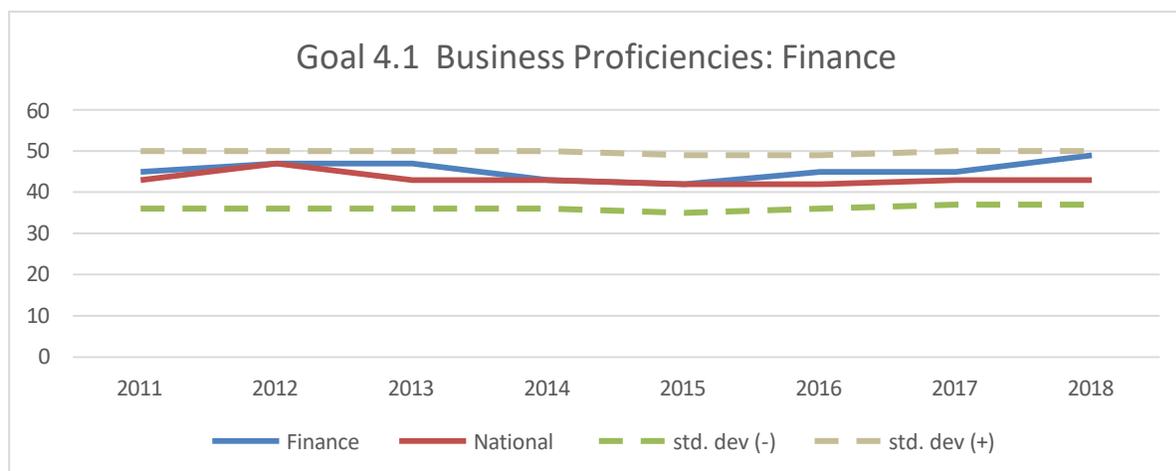
### BBA Goal 4: Our graduates will have an understanding of Finance.

*Objective 1:* Our graduates will exhibit proficiencies in Finance.

**Assessment Tool:** Risk and Return Project in FIN 326 and MFT Exam

GOAL	METHOD	TERM
<b>4.1 Business Proficiencies -Finance</b>	Risk and Return Project in FIN 326 and MFT Exam	SP 14, SP 15, SP 16, SP 17
FINDING	ACTION	RESULTS
Three areas of potential improvement are “time value of money”, stock pricing and returns (Spring 2017 and Spring 2018), and “applying the security market line”.	The issues identified have been given stronger emphasis in class.	Results have remained fairly consistent across the periods assessed. The MFT results have been improving over this time period, with all results trending up and being above the national average in the last three years.

**Major Field Test:**



Category	2011	2012	2013	2014	2015	2016	2017	2018
Finance	45	47	47	43	42	45	45	49
National	43	47	43	43	42	42	43	43
std. dev (-)	36	36	36	36	35	36	37	37
std. dev (+)	50	50	50	50	49	49	50	50

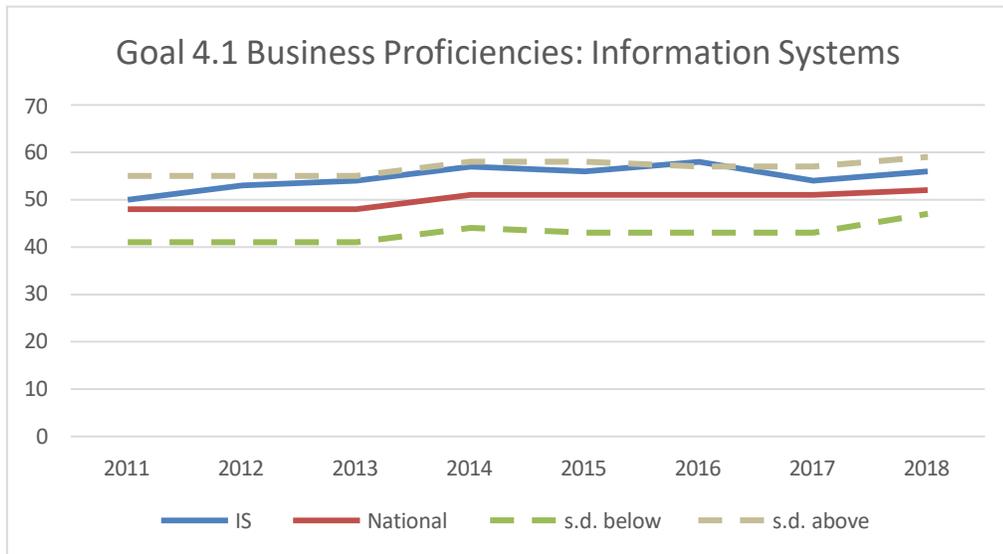
**BBA Goal 4: Our graduates will have an understanding of Information Systems.**

*Objective 1:* Our graduates will exhibit proficiencies in Information Systems.

**Assessment Tool:** Database project in CIS 420 and MFT Exam

GOAL	METHOD	TERM
<b>Business Proficiencies – Information Systems</b>	The assessment of this goal and objective utilizes a database project in CIS 420 and also the MFT Exam. The decision support system project requires students to use Excel to create a system that would be utilized in managerial decision making. It involves using Excel tools to organize and analyze data into a form that will be of value in determining an appropriate course of action.	FA 14, SP 15, FA 15, SP 16, SP 17
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Student performance was strong over the terms assessed, similar to previous assessment periods, with the majority of students performing in the exceptional range.	The course continues to emphasize the role of decision support systems using various tools such as Excel with increased focus on the usefulness of the information obtained.	Results have improved over the years assessed. This goal will be continually monitored. The MFT results in IS have been consistently above the national average.

**Major Field Test:**

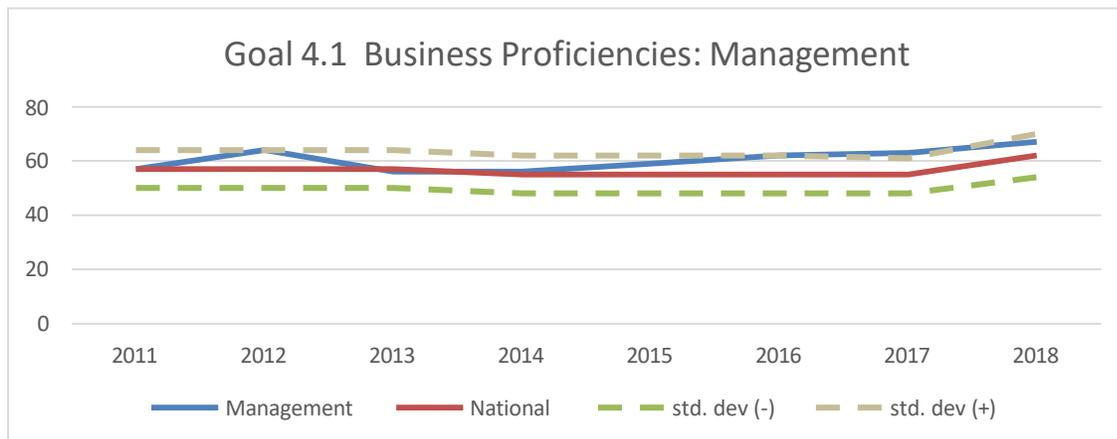


Category	2011	2012	2013	2014	2015	2016	2017	2018
I.S.	50	53	54	57	56	58	54	56
National	48	48	48	51	51	51	51	52
s.d. below	41	41	41	44	43	43	43	47
s.d. above	55	55	55	58	58	57	57	59

**BBA Goal 4: Our graduates will have an understanding of Management.**

*Objective 1:* Our graduates will exhibit proficiencies in Management.

**Assessment Tool:** Major Field Test



Category	2011	2012	2013	2014	2015	2016	2017	2018
Management	57	64	56	56	59	62	63	67
National	57	57	57	55	55	55	55	62
std. dev (-)	50	50	50	48	48	48	49	54
std. dev (+)	64	64	64	62	62	62	61	70

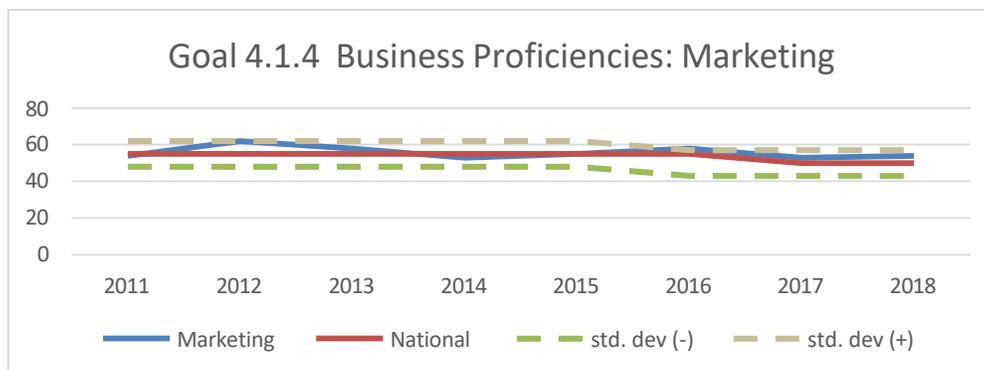
## BBA Goal 4: Our graduates will have an understanding of Marketing.

*Objective 1:* Our graduates will exhibit proficiencies in Marketing.

**Assessment Tool:** Marketing mix, Segmentation, and Marketing plan papers and MFT

GOAL	METHOD	TERM
<b>Business Proficiencies -MKTG</b>	Marketing mix, segmentation, and Marketing plan papers and MFT exam	FA 14, SP 16, FA 16, SP 17, FA 17
FINDING	ACTION	RESULTS
Results consistently revealed in AY 2014 and AY 2016 that students are doing well across the areas assessed. All students performed acceptably well on marketing mix knowledge in 2014 and 2016.	Additional effort has been placed on emphasizing the various components of the marketing plan and how these elements fit together within the overall plan.	Results in this area have generally improved, and as shown in the MFT results (including the most recent SP 18 administration), student performance continues to be strong in Marketing

### Major Field Test:



Category	2011	2012	2013	2014	2015	2016	2017	2018
Marketing	54	62	58	53	55	58	53	54
National	55	55	55	55	55	50	50	50
std. dev (-)	48	48	48	48	48	43	43	43
std. dev (+)	62	62	62	62	62	57	57	57

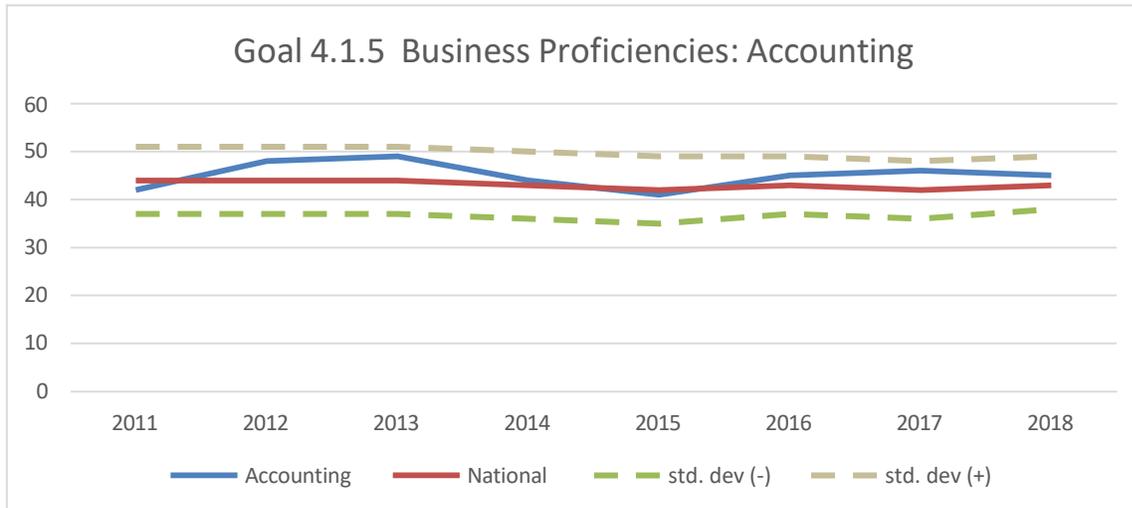
## BBA Goal 4: Our graduates will have an understanding Accounting.

Objective 1: Our graduates will exhibit proficiencies in Accounting.

**Assessment Tool:** Project in ACCT 420 and MFT Exam

GOAL	METHOD	TERM
Business Proficiencies - ACCT	Project in ACCT 420 and MFT exam	FA 16, FA 17, SP 18
FINDING	ACTION	RESULTS
Results reveal that student performance is acceptable for accounting functions including capturing transactions, updating accounts, preparing trial balances, recording adjustments, and preparing financial statements. One area of concern has been in the ability to close temporary accounts. A new area of concern is in the failure to include transaction documents.	Emphasis has been placed on the importance of, and ability to, close temporary accounts. Additional emphasis will be placed on the linking of transaction documents to journal entries.	Student performance has improved in this area and MFT results increased with latest administration. SP 18 results indicated improvement in the completion of closing entries.

### Major Field Test:

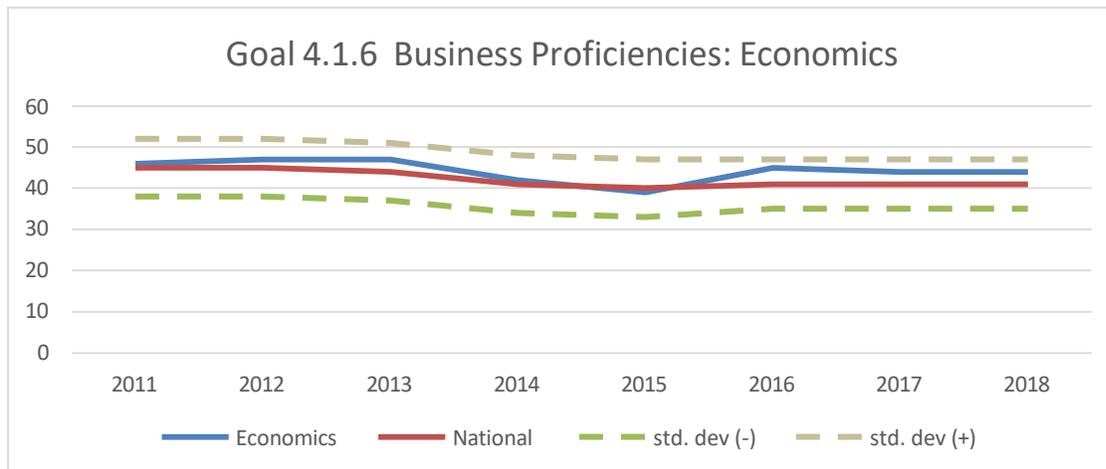


Category	2011	2012	2013	2014	2015	2016	2017	2018
Accounting	42	48	49	44	41	45	46	45
National	44	44	44	43	42	43	42	43
std. dev (-)	37	37	37	36	35	37	36	38
std. dev (+)	51	51	51	50	49	49	48	49

## BBA Goal 4 Our graduates will have an understanding of Economics.

*Objective 1:* Our graduates will exhibit proficiencies in Economics

**Assessment Tool:** Major Field Test



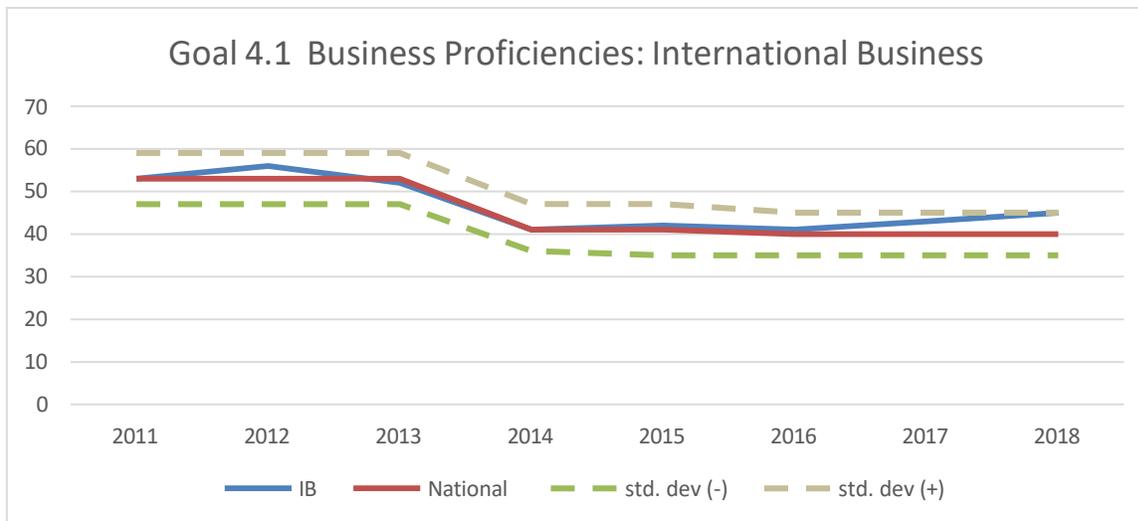
Category	2011	2012	2013	2014	2015	2016	2017	2018
Economics	46	47	47	42	39	45	44	44
National	45	45	44	41	40	41	41	41
std. dev (-)	38	38	37	34	33	35	35	35
std. dev (+)	52	52	51	48	47	47	47	47

## BBA Goal 4: Our graduates will have an understanding of the global nature of business.

*Objective 1:* Our graduates will exhibit proficiencies in International Business.

**Assessment Tool:** Project in MGMKT 439 and MFT Exam

GOAL	METHOD	TERM
<b>Business Proficiencies -IB</b>	Paper in MGMKT 439 and MFT Exam	SP 16, FA 16, SP 17, FA 17
FINDING	ACTION	RESULTS
Initial results revealed that students' understanding of market structure and competitive dynamics could be improved.	Additional attention was focused on these areas in class meetings as they pertain to international business strategy.	Results have continued to be generally positive, with student exhibiting acceptable levels of knowledge regarding international issues and the global nature of business. The MFT results over the past four years have been above the national average.



Category	2011	2012	2013	2014	2015	2016	2017	2018
IB	53	56	52	41	42	41	43	45
National	53	53	53	41	41	40	40	40
Std. dev	47	47	47	36	35	35	35	35
std. dev	59	59	59	47	47	45	45	45

**BBA Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.**

*Objective 2:* Our graduates will exhibit proficiencies in his/her major field.

### Major Field Test Results 2013-2018

Undergraduate Students Mean Percent Correct Spring 2013			Spring 2013 (yellow = > one standard deviation above national mean; red = > one standard deviation below national mean)							
			Kelce Students by Major							
	Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN
1	ACCTG (mean)	15%	43.9	49.0	55.0	43.0	43.0	46.0	0.0	49.0
2	ECON (mean)	13%	44.3	47.0	44.0	43.0	51.0	45.0	0.0	47.0
3	MGMT Mean	15%	57.2	56.0	54.0	62.0	63.0	52.0	0.0	49.0
4	QUAN BUS ANALYSIS (Mean)	11%	40.6	41.0	39.0	43.0	40.0	40.0	0.0	45.0
5	FIN (Mean)	13%	42.8	47.0	46.0	45.0	46.0	45.0	0.0	59.0
6	MKTG (Mean)	13%	55.2	58.0	56.0	65.0	60.0	59.0	0.0	53.0
7	LEGAL and SOCIAL (Mean)	10%	55.6	59.0	61.0	43.0	62.0	60.0	0.0	57.0
8	IS (Mean)	10%	48.4	54.0	54.0	69.0	52.0	57.0	0.0	46.0
9	INT'L ISSUES*	0%	52.8	52.0	46.0	48.0	59.0	52.0	0.0	48.0

### Major Field Test Results 2013-2018

Undergraduate Students Mean Spring 2014			Spring 2014 (BBA SPRING 2014: OVERALL MEAN = 153 , 56 <sup>th</sup> PERCENTILE)								
			Kelce Students by Major								
Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN	ECON	
1	ACCTG (mean)	15%	42 (7)	44.0	54.0	44.0	39.0	37.0	33.0	64.0	42.0
2	ECON (mean)	13%	40 (7)	42.0	43.0	45.0	39.0	38.0	50.0	59.0	40.0
3	MGMT Mean	15%	55 (7)	56.0	53.0	54.0	56.0	55.0	78.0	71.0	53.0
4	QUAN BUS ANALYSIS (Mean)	11%	37 (6)	38.0	42.0	38.0	36.0	32.0	31.0	50.0	35.0
5	FIN (Mean)	13%	43 (7)	43.0	43.0	51.0	38.0	39.0	43.0	72.0	40.0
6	MKTG (Mean)	13%	55 (7)	53.0	53.0	55.0	51.0	55.0	40.0	60.0	40.0
7	LEGAL and SOCIAL (Mean)	10%	60 (7)	63.0	63.0	72.0	60.0	61.0	91.0	64.0	73.0
8	IS (Mean)	10%	51 (7)	57.0	62.0	76.0	52.0	52.0	58.0	60.0	42.0
9	INT'L ISSUES*	0%	41 (6)	41.0	38.0	41.0	39.0	43.0	54.0	56.0	27.0

Undergraduate Students Mean Percent Correct Spring 2015			Spring 2015 (BBA SPRING 2015: OVERALL MEAN = 152, 51 <sup>st</sup> PERCENTILE)							
			Kelce Students by Major							
Assessment Area	Est. % of Questions from Each Area*	National Average (sd)	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN	
1	ACCTG (mean)	15%	41.7 (7)	41.0	50.0	51.0	36.0	35.0	0.0	45.0
2	ECON (mean)	13%	40.0 (7)	39.0	44.0	52.0	34.0	33.0	0.0	45.0
3	MGMT Mean	15%	54.6 (7)	59.0	56.0	69.0	58.0	58.0	0.0	57.0
4	QUAN BUS ANALYSIS (Mean)	11%	36.5 (6)	41.0	38.0	51.0	41.0	39.0	0.0	43.0
5	FIN (Mean)	13%	42.7 (7)	42.0	40.0	53.0	37.0	36.0	0.0	55.0
6	MKTG (Mean)	13%	55.1 (7)	55.0	46.0	71.0	56.0	54.0	0.0	54.0
7	LEGAL and SOCIAL (Mean)	10%	60.0 (7)	60.0	58.0	71.0	60.0	55.0	0.0	59.0
8	IS (Mean)	10%	50.5 (7)	56.0	62.0	73.0	53.0	51.0	0.0	55.0
9	INT'L ISSUES*	0%	40.6 (6)	42.0	43.0	47.0	43.0	42.0	0.0	40.0

Undergraduate Students Mean Percent Correct Spring 2016			Spring 2016 (BBA SPRING 2016: OVERALL MEAN = 156, 76 <sup>TH</sup> PERCENTILE)							
			Kelce Students by Major							
Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCT G	CIS	MGMT	MKTG	IB*	FIN	ECON*
1	ACCTG (mean)	15%	42 (6)	45	59	44	39	38	47	
2	ECON (mean)	13%	40 (6)	45	47	41	43	42	53	
3	MGMT Mean	15%	54 (7)	62	63	57	66	57	60	
4	QUAN BUS ANALYSIS (Mean)	11%	36 (5)	41	48	41	39	35	42	
5	FIN (Mean)	13%	42 (7)	45	49	43	42	35	55	
6	MKTG (Mean)	13%	55 (7)	58	59	54	58	64	56	
7	LEGAL and SOCIAL (Mean)	10%	60 (6)	63	67	66	59	63	61	
8	IS (Mean)	10%	50 (7)	58	61	73	55	48	56	
9	INT'L ISSUES*	0%	40 (6)	41	44	36	43	37	40	

\*Sample size below ETS minimum.

Undergraduate Students Mean Percent Correct Spring 2017			Spring 2017 (BBA SPRING 2017: OVERALL MEAN = 152, 56 <sup>TH</sup> PERCENTILE)							
			Kelce Students by Major							
Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCT	CIS	MGMT	MKTG	IB*	FIN	ECON*
1	ACCTG (mean)	15%	41 (6)	46	55	47	44	45	41	
2	ECON (mean)	13%	40 (6)	44	44	48	39	44	48	
3	MGMT Mean	15%	54 (6)	63	65	68	62	61	60	
4	QUAN BUS ANALYSIS (Mean)	11%	36 (5)	36	39	36	33	37	37	
5	FIN (Mean)	13%	42 (7)	45	50	46	40	41	50	
6	MKTG (Mean)	13%	55 (7)	53	54	52	50	53	55	
7	LEGAL and SOCIAL (Mean)	10%	59 (6)	46	44	56	43	46	46	
8	IS (Mean)	10%	50 (7)	54	54	67	50	51	56	
9	INT'L ISSUES*	0%	40 (6)	43	46	50	36	47	42	

\*Sample size below ETS minimum.

Undergraduate Students Mean Percent Correct Spring 2018			Spring 2018 (BBA SPRING 2018: OVERALL MEAN = 155; 75 <sup>th</sup> PERCENTILE)								
			Kelce Students by Major								
	Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB*	FIN	ECON*
1	ACCTG (mean)	15%	43 (5)	45	54	51	42	44		41	
2	ECON (mean)	13%	41 (6)	44	47	45	41	42		50	
3	MGMT Mean	15%	63 (8)	67	68	69	66	66		64	
4	QUAN BUS ANALYSIS (Mean)	11%	34 (6)	39	42	35	38	38		41	
5	FIN (Mean)	13%	43 (6)	49	52	54	42	42		62	
6	MKTG (Mean)	13%	51 (7)	54	59	53	53	55		53	
7	LEGAL and SOCIAL (Mean)	10%	47 (5)	50	46	61	50	49		45	
8	IS (Mean)	10%	52 (5)	56	60	70	50	56		53	
9	INT'L ISSUES*	0%	41 (5)	45	55	40	48	40		46	

\*Sample size below ETS minimum.

## MBA LEARNING GOALS AND OBJECTIVES

### Goal 1: Our graduates will be effective communicators.

- Objective 1:* Our graduates will be able to demonstrate effective writing skills.  
*Objective 2:* Our graduates will be able to demonstrate effective oral communication skills.

### Goal 2: Our graduates will be able to analyze factors that influence the organization.

- Objective 1:* Our graduates will be able to understand the role of strategic analysis in business today.

### Goal 3: Our graduates will have an understanding of effective leadership skills.

- Objective 1:* Our graduates will understand how to effectively lead a team.

### Goal 4: Our graduates will have an understanding of the following subjects:

- Objective 1:* Ethical responsibilities in organizations and society.  
*Objective 2:* Legal responsibilities in organizations and society.  
*Objective 3:* Financial theories, analysis, reporting and markets.  
*Objective 4:* Creation of value through the integrated production and distribution of goods, services and information.  
*Objective 5:* Quantitative business analysis as it supports decision-making processes.  
*Objective 6:* Domestic and global economic environments.  
*Objective 7:* Our students will have an understanding of how accounting controls may be integrated in a system of management controls.

**AOL Map and Schedule.** The table on the following page shows the assessment data collection for the direct measures pertaining to each MBA learning goal. Again, the focus of the AOL program is assessing results pertaining to each learning goal, taking action when deemed necessary, and measuring the impact of the actions. Each learning goal in the Kelce College of Business MBA program has been assessed multiple times over the past five year period, with curricular updates and further measurement resulting from the assessment.

## AOL Map and Schedule - MBA

Goal/ Objective	Content	Course	Tool	14	15	16	17
				- 15	- 16	- 17	- 18
1.1	Written Communication	MGMT 801	External Evaluation, student and employer survey	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1.2	Oral Communication	MGMKT 831	Oral Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1	Strategic Plan	MGMKT 895	Project and MFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Leadership	MGMKT 828	Paper	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4.1	Ethics	MGMKT 830	Embedded Questions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Legal Responsibility	MGMKT 830	Embedded Questions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Finance	FIN 836	Project/MFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Marketing/Value	MGMKT 839	Project/ MFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Quantitative Analysis	MGMKT 826	Project		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Domestic /Global	MGMKT 831	Paper		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Accounting Controls	ACCTG 814	Project / MFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Benchmarking and continual improvement.** The continual improvement process for the MBA mirrors the procedure in the BBA assessment program. Faculty members track the progress of their students relating to learning goal achievement and strive to improve student learning in the MBA program each year. Each year's assessment results are measured against the previous year's results. Positive trends are expected, and actions are taken to improve student performance and/or curricular content when applicable.

Similar to the assessment procedure in the BBA program, the goal of the MBA MFT exam administration is to ensure that students *at least* meet the minimal expectations of the faculty on the exam.

Expectations include: one standard deviation within the national scores meets expectations, one standard deviation below national scores falls below expectations, and one standard deviation above national scores exceeds expectations.

**Goal 1: Our graduates will be effective communicators.**

*Objective 1:* Our graduates will be able to demonstrate effective writing skills.

**Assessment Tool:** Writing assessment of all MBA students in MGMKT 801 MBA Experience, student and employer surveys

GOAL	METHO D	TERM
1.1 <b>Our graduates will be able to demonstrate effective writing skills.</b>	External evaluation in MGMKT 801, employer survey, student surveys	SP 15, FA 16, FA 17
FINDIN G	ACTION	RESULT S
In Spring 2016, six students scored in the “below expectations” category, while in Fall 2016 three were in the “problematic” category, and in Fall 2017, five were in this category. Each of these students were sent to Writing Center for remedial work.	Students in the below expectations / problematic range were sent to Writing Center for remedial work.	Students have shown improvement through the remedial actions. Student surveys have been strong in the communication area over the years assessed (5.1, 5.9, 5.4, 5.6). Employer surveys continue to reveal that communication is extremely important (6.8 on 7=pt scale) and MBA students are performing well (average 6.0 on 7-pt scale)

*Objective 2:* Our graduates will be able to demonstrate effective oral communication skills.

**Assessment Tool:** Oral presentation in MGMKT 831 International Business; student survey and employer surveys

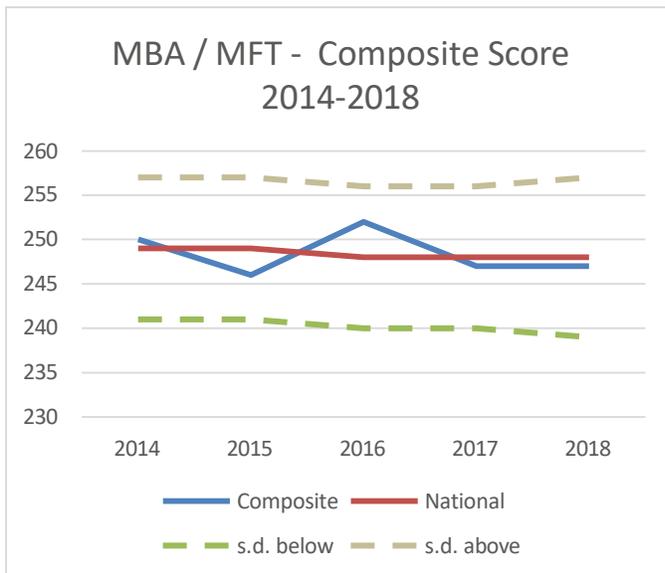
GOAL	METHOD	TERM
1.3 <b>Our graduates will be able to demonstrate effective oral communication skills</b>	Presentation In MGMKT 831, MBA student surveys, employer surveys	FA 15, SP 16, SP 17 , also 2013, 2016, 2018 surveys
FINDIN G	ACTION	RESULT S
Oral communication skills were strong in the Spring 2016 and 2017 semesters, with all students assessed scoring at or above the 85% level. Student surveys have been strong in the communication area over the years assessed (5.1, 5.9, 5.4, 5.6). Employer surveys continue to reveal that communication is extremely important (6.8 on 7=pt scale) and MBA students are performing well (average 6.0 on 7-pt scale)	Dr. Van Wyk has continued to emphasize the importance of oral communication in business presentations.	Oral communication skills continue to be strong in Kelce MBA students. This skill is continually monitored.

**Goal 2: Our graduates will be able to analyze factors that influence the organization.**

*Objective 1:* Our graduates will be able to understand the role of strategic analysis in business today.

**Assessment Tool:** Case study / analysis assignment in MGMKT 895 Strategic Management and MFT

GOAL	METHOD	TERM
2.1 Our graduates will be able to analyze the factors that influence the organization.	Project in MGMKT 895 and MFT (both the composite score and strategic integration)	SP 15, SP 16, FA 16, SP 17; FA 17, SP18
FINDING	ACTION	RESULTS
The case study results indicate that students can improve upon distinguishing internal firm factors from external forces; making valid inferences from financial analyses, developing historical narrative strategically, and applying resource-based view of the firm. The MFT results have been acceptable over the years assessed, with student scores being within the expected range each year for both the composite and integration scores.	Dr. Horner has emphasized each of the areas identified and has focused lectures and course content on this areas.	In general, the areas identified as weaknesses have improved over the assessment period. The course continues to focus on each of the areas identified in the assessment process.

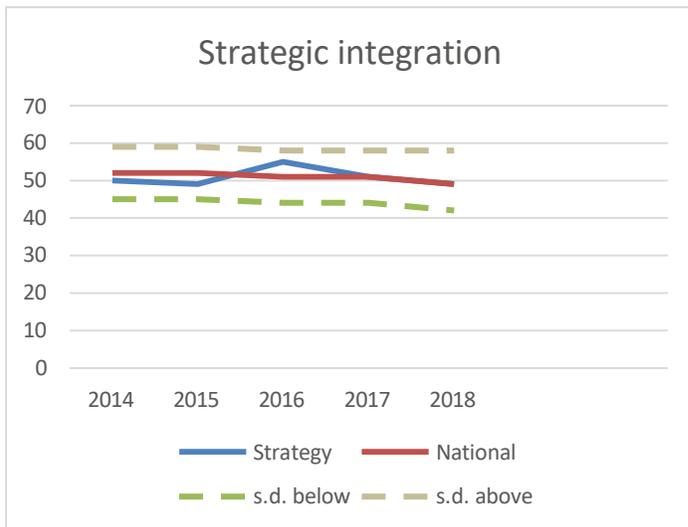


Category	2014	2015	2016	2017	2018*
Pitt State	250	246	252	247	247
National	249	249	248	248	248

\*Test scores renormed by ETS in 2018.

**Goal:**

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations



Category	2014	2015	2016	2017	2018*
Pitt State	50	49	55	51	49
National	52	52	51	51	49

\*Test scores renormed by ETS in 2018.

**Goal:**

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

**Goal 3: Our graduates will have an understanding of effective leadership skills.**

*Objective 1* Our graduates will understand how to effectively lead a team.

**Assessment Tool:** Leadership paper MGMKT 828 Leadership and Behavioral Management

GOAL	METHOD	TERM
<b>3.1 Our graduates will have an understanding of effective leadership skills.</b>	Leadership paper in MGMKT 828	SP 15, FA 16, SP 17, FA 17
FINDING	ACTION	RESULTS
Results indicate that students have performed very well on the Leadership project and are learning essential leadership concepts. For each semester assessed, fully 90% of students have scored 90% or higher on the project.	Major leadership theories, such as Path-Goal and the Theory of Transformational Leadership continue to be covered in class, as has been the focus in previous assessment periods.	Student performance in these areas have shown performance. These leadership theories continue to receive significant course coverage.

**Goal 4: Our graduates will have an understanding of the following subjects:**

*Objective 1:* Ethical responsibilities in organizations and society.

**Assessment Tool:** Exam questions in MGMKT 830 Business, Government, and Society, employer survey

GOAL	METHOD	TERM
4.1 Ethical responsibilities in organizations and society	Exam questions in MGMKT 830 Business, Government and Society, employer survey	SP 16; FA 16; FA 17
FINDING	ACTION	RESULT
In general, results on the ethics portion of the class have, over the length of the assessment period, shown a need for improvement. In Spring 2016, 54% of students performed under the 80% level on ethical issues. Performance in FA 16 and FA 17 was unacceptably low. Employer surveys list ethics as very important (6.7 / 7.0) and reveal that they are satisfied with MBA graduates in this area (6.3/7.0).	The instructors have begun to spend additional time and discussion focused on ethical leadership and the reasons why leaders act ethically. In particular, time has been devoted to methods of ethical reasoning and the pitfalls and challenges faced by managers and employees.	This area continues to be closely monitored and will be assessed again in FA 18 to measure progress.

**Goal 4: Our graduates will have an understanding of the following subjects:**

*Objective 2:* Legal responsibilities in organizations and society.

**Assessment Tool:** Exam questions in MGMKT 830 Business, Government, and Society

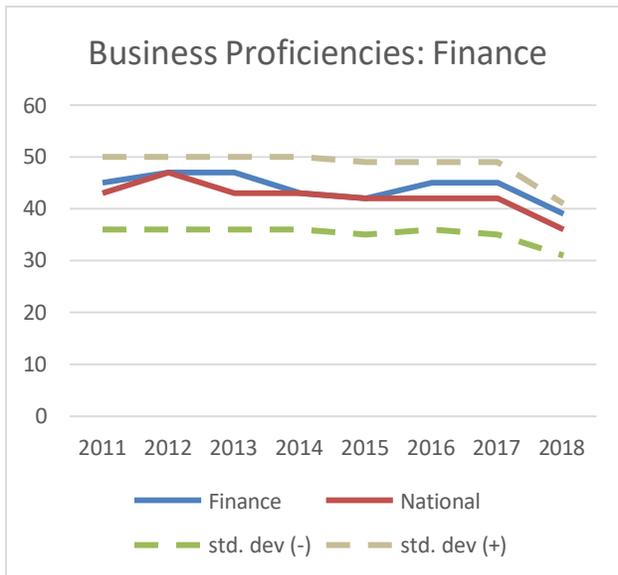
GOAL	METHOD	TERM
4.2 Legal responsibilities in organizations and society	Exam questions in MGMKT 830 Business, Government and Society	SP 16; FA 16; FA 17
FINDING	ACTION	RESULT
Results from the testing are generally strong, although students have exhibited some difficulty with issues such as antitrust and regulation.	Antitrust issues and regulation receive increased coverage in the course with course time focused on interpretation of Acts such as Sherman and FTC, etc.	In general, this area has been improved, especially in the areas identified as needing attention.

**Goal 4: Our graduates will have an understanding of the following subjects:**

*Objective 3:* Financial theories, analysis, reporting and markets.

**Assessment Tool:** Projects in FIN 836 Financial Strategy and MFT

GOAL	METHOD	TERM
4.3 Financial theories reporting	Projects in FIN 836 and MFT	SP 16; F 16; SP 17; FA 17
FINDING	ACTION	RESULTS
Strong performance was found overall, with the majority of assessments being “excellent” or “good” across seven areas of financial theory: maximizing shareholder value, financial statements, funding, time value of money, stock valuation, and cost of capital. Improvements could be made, however, in changes in value, risk evaluation, and overall financial recommendations.	Each of the areas identified continue to be given significant course attention.	In general, these areas have shown improvement across the finance functional areas identified.



Category	2014	2015	2016	2017	2018*
Finance	45	40	48	41	39
National	44	44	44	44	36

\*Test scores renormed by ETS in 2018.

**Goal:**

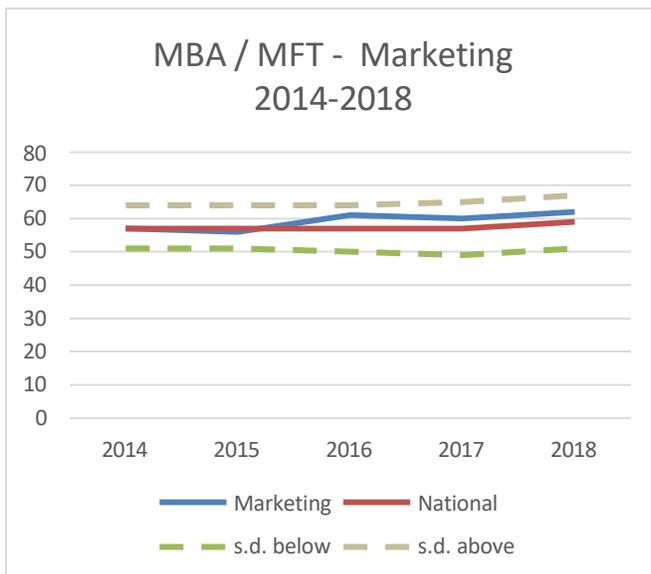
Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

**Goal 4: Our graduates will have an understanding of the following subjects:**

*Objective 4:* Creation of value through the integrated production and distribution of goods, services and information.

**Assessment Tool:** Paper in MGMKT 839 Marketing Strategy and MFT

GOAL	METHOD	TERM
4.4 Creation of value	Paper in MGMKT 839 & MFT Exam	F 16; F 17; SP 18
FINDING	ACTION	RESULTS
The case analysis revealed in Fall 2016 that seven students fell below and expectations (70%) on marketing and promotional understanding.	Dr. Murray devoted additional time to segmentation, targeting, and positioning strategies and developed a new assessment activity, which focuses more strongly on these areas.	Results improved markedly in FA 17 and SP 18, with all students performing above the expected level.



Category	2014	2015	2016	2017	2018*
Marketing	57	56	61	60	62
National	57	57	57	57	59

\*Test scores renormed by ETS in 2018.

**Goal:**

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

**Goal 4: Our graduates will have an understanding of the following subjects:**

*Objective 5:* Quantitative business analysis as it supports decision-making processes.

**Assessment Tool:** Project in MGMKT 826 Quantitative Business

<b>GOAL</b>	<b>METHOD</b>	<b>TERM</b>
<b>4.5 Quantitative Skills</b>	Project in MGMKT 826	SP 16, FA 16; FA 17, SP 18
<b>FINDING</b>	<b>ACTION</b>	<b>RESULTS</b>
Although results have remained generally positive, there is still room for improvement for the interpretation of quantitative information.	Dr. Lee has continued to emphasize “interpretation” more strongly in his classes over the assessment period.	In general, the outcome has improved, with students showing an improved understanding of how to use and interpret quantitative methods for use in decision making.

**Goal 4: Our graduates will have an understanding of the following subjects:**

*Objective 6:* Domestic and global economic environments.

**Assessment Tool:** Project in MGMKT 831 International Business

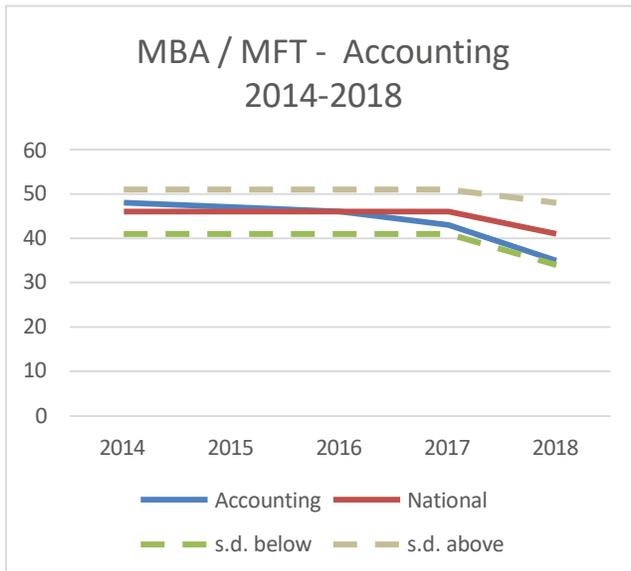
<b>GOAL</b>	<b>METHOD</b>	<b>TERM</b>
<b>4.6 Domestic and Global Environment</b>	Project in MGMKT 831	FA 15, SP 16, SP 17, FA 17
<b>FINDING</b>	<b>ACTION</b>	<b>RESULTS</b>
Results are generally positive, with a slight dip for the project in Spring 2017. For the first two assessment periods, 90% of students performed above the 90% level, but in Spring 2017 this fell to 74%.	Dr. Van Wyk focuses on domestic and global economic environments.	Results have shown a general improvement in these areas, and the areas will be continually emphasized in class.

**Goal 4: Our graduates will have an understanding of the following subjects:**

*Objective 7:* Our students will have an understanding of how accounting controls may be integrated in a system of management controls.

**Assessment Tool:** Project in ACCT 814 and MFT exam

GOAL	METHOD	TERM
4.7 Accounting / Management Controls	Project in ACCT 814 / MFT Exam	FA 16, SP 17, FA 17
FINDING	ACTION	RESULTS
The “application” portion of the class project, which assesses accounting controls in the context of an integrated management control system, has been strong over the assessment period, with only two students falling below expectations (80% on application) for the Fall 2016 semester, no student falling below expectations in Spring 2017, and two students falling below expectations in Fall 2017.	Dr. O’Bryan continues to emphasize the importance of management control systems and its role in management today.	In general, these skills have shown improvement after additional attention has been devoted to these issues in class. The areas will continue to receive significant attention in the class.



Category	2014	2015	2016	2017	2018*
Accounting	48	47	46	43	35
National	46	46	46	46	41

\*Test scores renormed by ETS in 2018.

**Goal:**

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

## MBA: MFT Pittsburg State Mean vs. National Mean

(Comparison of Absolute Scores)

Area	2013	vs	National	2013	2012
Marketing	60	>	59	60	59
Management	60	=	60	60	58
Finance	49	>	44	49	42
Accounting	52	>	49	52	50
Strategic Integration	52	<	53	52	54
Area	2014	vs	National	2014	2013
Marketing	57	>	57	57	60
Management	59	=	59	59	60
Finance	45	>	44	45	49
Accounting	48	>	46	48	52
Strategic Integration	50	<	52	50	52
Area	2015	Vs	National	2015	2014
Marketing	56	<	57	46	57
Management	55	<	59	55	59
Finance	40	<	44	40	45
Accounting	47	=	46	47	48
Strategic Integration	49	<	52	49	50
Area	2016	vs	National	2016	2015
Marketing	61	>	57	61	56
Management	58	=	58	58	55
Finance	48	>	44	48	40
Accounting	46	=	46	46	47
Strategic Integration	55	>	51	55	49
Area	2017	vs	National	2017	2016
Marketing	60	>	57	60	61
Management	59	>	58	59	58
Finance	41	<	44	41	48
Accounting	43	<	46	43	46
Strategic Integration	51	=	51	51	55
Area	2018*	vs	National	2018*	2017
Marketing	62	>	59	62	60
Management	56	=	56	56	59
Finance	39	>	36	39	41
Accounting	35	<	41	35	43
Strategic Integration	49	=	49	49	51

\*Test scores renormed by ETS in 2018.

## AOL and Indirect Measures of Learning

The CAOL committee regularly reviews data that are obtained from various survey administrations. Employer, alumni, graduating senior, and MBA student surveys comprise the indirect assessment measures for the college. These data are combined with direct measures of student learning to guide curricular improvement and development. In general, the following five areas emerged across the period as being most important to employers: (1) *Ethics* [average importance = 6.2]; (2) *Ability to work with others* [6.0]; (3) *Communication skills* [5.7], and (4) *Critical thinking skills* [5.7]. Alumni ratings in these areas were relatively strong, as were fourth year student and MBA student ratings. The findings relating to teamwork and communication skills were used as input into the new Business Professionalism (MGT 210) course, while the role of ethics and critical thinking have been used in the further development of Legal and Social Environment of Business (MGT 430) and Business Strategy (MGT 690). Results from these surveys are presented below.

<b>Kelce Employer Surveys</b> <b>Satisfaction Scale: 1 = not at all satisfied to 7 = very satisfied</b> <b>(number in parenthesis indicates relative importance, 7 = extremely important)</b>						
Assessment Year	2017	2016	2013	2012	2011	2010
<b>Number of Respondents</b>	66	27	17	11	15	20
<i>Satisfaction with preparation in:</i>						
• Communication skills	5.9 (6.7)	5.7 (6.7)	5.6 (6.6)	5.7 (6.7)	5.8 (6.5)	5.5 (6.6)
• Ability to work with others	6.1 (6.6)	5.9 (6.5)	5.9 (6.5)	6.2 (6.6)	6.1 (6.6)	5.7 (6.4)
• Critical thinking skills	5.8 (6.4)	5.5 (6.2)	6.0 (6.5)	5.9 (6.5)	5.9 (6.3)	5.2 (6.2)
• Diversity Management	5.2 (5.1)	5.2 (5.0)	5.7 (4.4)	5.7 (4.6)	5.4 (4.7)	5.3 (5.0)
• Ethics	6.1 (6.6)	6.2 (6.6)	6.3 (6.7)	6.1 (6.6)	6.2 (6.3)	5.8 (6.3)
• Global business issues	4.9 (3.9)	4.9 (3.9)	4.9 (4.3)	4.8 (4.1)	4.7 (4.3)	5.0 (4.1)
• Social issues	5.4 (4.9)	5.3 (4.8)	5.3 (4.8)	5.3 (4.2)	4.9 (4.1)	5.3 (4.6)
• Political issues	4.7 (3.9)	4.8 (3.9)	5.0 (4.0)	4.6 (3.9)	4.4 (3.4)	5.2 (3.8)
• Economic issues	5.3 (5.1)	5.2 (5.0)	5.5 (4.8)	5.1 (4.9)	5.2 (4.8)	5.4 (5.0)
• Legal / regulatory issues	5.5 (5.8)	5.3 (5.4)	5.6 (4.7)	5.1 (4.6)	5.8 (5.3)	5.1 (5.1)
• Environmental issues	4.8 (4.6)	4.8 (4.7)	5.3 (4.3)	4.8 (3.5)	5.3 (4.8)	4.9 (4.2)
• Technological issues	5.6 (5.7)	5.5 (5.8)	5.8 (6.4)	5.2 (5.0)	5.9 (5.8)	5.4 (5.7)
<i>How well do program graduates compare to graduates from other programs?</i>	5.6	5.6	5.5	5.8	6.1	5.4
<i>How well does Kelce prepare students to become productive, competent professionals?</i>	5.8	5.7	5.9	5.9	6.1	5.6

Number of Companies	Number of Employees	Number of Companies	Number of Employees	Number of Companies	Number of Employees
2	< 10 employees	11	26-100 employees	34	> 500 employees
2	1-25 employees	7	251-500 employees		

Number of Responses	%	Firm type	Number of Responses	%	Firm type	Number of Responses	%	Firm type
10	15.2%	Accounting	2	3%	Distribution	1	1.5%	Insurance
1	1.5%	Aerospace	1	1.5%	Education	9	13.6%	Manufacturing
1	1.5%	Agribusiness	1	1.5%	Energy	1	1.5%	Mining
4	6.1%	Banking	5	7.6%	Financial Services	5	7.6%	Retail
1	1.5%	Computer hard/software	1	1.5%	Government	3	4.5%	Transportation
1	1.5%	Construction	1	1.5%	Industrial products	7	10.6%	Other
1	1.5%	Consumer products	1	1.5%	Information Systems			

<b>Kelce Alumni Surveys</b>					
<b>Kelce College Alumni Survey Satisfaction Scale: 1 = not at all satisfied , 7 = very satisfied</b>					
Assessment Year	2017	2016	2013	2012	2011
Graduation Year	2012	2011	2008	2007	2006
<b>Number of Respondents</b>	13	14	10	40	34
<i>Closeness of major to first position</i>	5.3	5.3	5.1	4.7	5.5
<i>How well did Kelce prepare you for your career?</i>	5.5	5.6	4.5	5.4	5.3
<i>Interaction between Kelce faculty and students</i>	6.1	6.1	4.4	5.9	5.8
<i>Kelce teaching quality</i>	6.0	6.0	5.2	5.9	5.6
<i>Please rate your satisfaction with your Kelce experience regarding your development in.....</i>					
• Communication skills	5.5	5.5	5.1	5.5	5.4
• Ability to work with others	6.1	6.2	5.4	5.7	5.7
• Critical thinking skills	5.6	5.6	5.3	5.7	5.4
• Desire to continue to learning	5.9	5.8	4.9	5.7	5.6
• Overall personal development	5.7	5.7	5.2	5.9	5.7
• Ethical issues	6.1	6.2	5.3	5.8	5.2
• Legal and regulatory issues	5.2	5.2	5.3	5.9	5.2
• Demographic diversity	4.8	4.9	5.2	5.7	4.8
○ Global (new to report 2009-)	4.7	4.8	5.0	5.4	4.6
○ Social	4.9	4.9	5.2	5.5	5.2
○ Political	4.0	4.0	3.9	4.9	4.3
○ Economic	5.3	5.3	5.0	5.7	5.2
○ Environmental	4.7	4.7	4.1	4.8	4.2
○ Technological	5.4	5.4	5.4	5.2	4.9

## Kelce College Fourth Year Student Survey

Scale: 1 = "Poor" , 7 = "Excellent"

Assessment Year	2018	2016	2013	2012	2011
Number of Respondents	31	32	59	42	na
<i>Please rate your satisfaction with your Kelce experience regarding your development in.....</i>					
• Communication skills	5.8	5.9	5.7	5.3	na
• Ability to work with others	6.2	5.9	6.0	5.6	na
• Critical thinking skills	6.1	6.0	5.8	5.6	na
• Desire to continue learning	5.6	6.1	5.5	5.4	na
• Overall personal development	6.2	6.0	5.9	5.8	na
<i>Please rate your satisfaction with your Kelce exposure to the following issues:</i>					
• Demographic diversity	5.2	5.8	5.6	5.5	na
• Ethical issues	5.5	6.0	5.8	5.8	na
• Global issues	5.2	5.8	5.5	5.3	Na
• Social issues	5.6	5.8	5.7	5.5	Na
• Political issues	5.0	5.6	5.0	4.7	Na
• Economic issues	5.6	5.9	5.4	5.9	Na
• Legal / regulatory issues	5.5	5.8	5.4	5.4	Na
• Environmental issues	5.2	5.6	5.3	5.2	Na
• Technological issues	5.2	5.4	5.6	5.2	Na
<i>How would you rate the effectiveness of the various teaching methods in Kelce?</i>					
• Casework	4.7	5.5	5.4	5.0	Na
• Lecture	5.2	5.5	5.5	5.3	Na
• In-class discussions	5.3	5.5	5.2	4.9	Na
• Group projects	4.8	4.9	4.7	5.0	Na
• Computer projects	4.7	5.0	5.1	5.3	Na
• Independent research projects	5.0	5.9	5.0	5.3	Na
<i>How do you rate the overall teaching quality in Kelce?</i>	5.6	5.5	5.6	5.5	Na
<i>How do you rate the respect, collegiality, and <u>communication</u> between students and faculty?</i>	6.0	6.0	5.8	5.4	Na
<i>How do you rate Kelce Advisement office <u>on.....</u></i>					
• Admission information	6.0	5.2	6.2	6.0	Na
• Advising/enrolling	6.0	5.7	6.2	6.2	Na
• academic requirements	5.7	5.9	6.0	6.1	Na
• academic problems	5.3	5.9	6.0	5.7	Na
• overall effectiveness	5.9	6.0	6.0	6.0	Na
<i>How do you rate Kelce faculty on...</i>					
• career advice	4.9	5.1	5.4	5.1	Na
• academic advice	5.4	5.5	5.7	5.7	Na
• overall effectiveness of advice	5.3	5.6	5.6	5.5	Na
• accessibility of Kelce faculty	5.5	6.0	5.8	5.8	Na

## Kelce MBA Student Survey

Scale: 1 = "Poor", 7 =  
"Excellent"

Assessment Year	2016	2013	2012	2009
<b>Number of Respondents</b>	<b>19</b>	<b>20</b>	<b>25</b>	<b>29</b>
<i>Please rate your satisfaction with your Kelce experience regarding your development in.....</i>				
Communication skills	5.6	5.4	5.9	5.1
Ability to work with others	5.7	5.6	6.1	5.5
Critical thinking skills	5.5	5.8	5.8	5.3
Desire to continue learning	5.5	5.7	5.7	5.3
Overall personal development	5.8	5.8	6.1	5.7
<i>Please rate your satisfaction with your Kelce exposure to the following issues:</i>				
Demographic diversity	5.6	6.0	5.7	5.5
Ethical issues	5.7	5.4	6.0	5.8
Global issues	5.5	5.7	5.9	5.5
Social issues	5.5	5.7	6.0	5.6
Political issues	5.0	5.2	5.7	5.3
Economic issues	5.5	6.1	5.8	5.4
Legal / regulatory issues	5.5	5.6	5.7	5.5
Environmental issues	5.8	5.5	5.5	5.0
Technological issues	5.3	5.5	5.6	5.2
<i>How would you rate the effectiveness of the various teaching methods in Kelce?</i>				
Casework	5.4	5.7	6.0	5.6
Lecture	5.5	5.7	5.8	5.5
In-class discussions	5.7	5.8	5.7	5.7
Group projects	5.5	5.4	5.7	5.2
Computer projects	4.4	5.2	5.8	5.4
Independent research projects	5.3	5.5	5.6	5.5
<i>How do you rate the overall teaching quality in Kelce?</i>	5.7	5.8	5.8	5.5
<i>How do you rate the respect, collegiality and communication between students and faculty?</i>	5.8	5.8	5.7	5.8
<i>How do you rate Kelce Advisement office on.....</i>				
registration	6.0	5.5	6.0	5.4
drop/add	5.9	5.6	6.1	5.6
academic requirements	5.6	5.8	5.5	5.3
academic problems	5.6	5.5	5.5	5.3
overall effectiveness	6.0	5.6	6.0	5.6
<i>How do you rate Kelce faculty on...</i>				
career advice	4.6	4.8	5.5	4.9
academic advice	5.6	5.1	6.0	5.8
overall effectiveness of advice	5.6	5.2	6.0	5.6
accessibility of Kelce faculty	5.8	5.8	5.8	5.9

## Summary of Improvement Needs Identified by AOL Process

While the results of the AOL process were viewed positively, the process (combined with the full curriculum review) resulted in significant revisions being made in the areas of course design and offerings, program / major changes, revisions of the Kelce Core, and revisions of the undergraduate and graduate admission requirements. These revisions ultimately affect all Kelce business students and help position the College for future growth and continued academic development.

### Summary of Improvement Needs Identified by the AOL Process, 2014–2018

Student Learning Improvement Needed:	Addressed in:
<b>BBA: Write effectively on a business subject in a professional manner.</b> <i>(Issue: Students have continued to display some difficulty in writing about strategic issues and presenting information in a SWOT format. Particular issues found in grammatical usage, including tense, as well as basic business writing)</i>	MGT 690; newly legislated Business Professionalism course
<b>BBA: Effectively prepare and deliver an oral presentation on a business issue in a professional manner.</b> <i>(Issue: Improvement still necessary in delivery, gestures, eye contact, posture, professionalism)</i>	MGT 690; Business Professionalism course
<b>BBA: Analyze information and demonstrate effective problem solving skills.</b> <i>(Issue: Students exhibit difficulty with conceptualizing external versus internal characteristics of threats and opportunities.)</i>	MGT 690
<b>BBA: Identify ethical issues and formulate potential resolutions.</b> <i>(Issue: Improvements need to be made in students' ability to apply ethical frameworks to ethical dilemmas.)</i>	MGT 430
<b>BBA: Proficiencies in finance.</b> <i>(Issue: Learning could be improved in time value of money, stock pricing, and applying the security market line.)</i>	FIN 326
<b>BBA: Proficiencies in accounting.</b> <i>(Issue: Student learning pertaining to closing temporary accounts continues to be an issue.)</i>	ACCTG 420
<b>BBA: Proficiencies in marketing.</b> <i>(Issue: Positive results have generally been found for proficiencies in marketing, however, student improvement is necessary in identifying and understanding the various components of a marketing plan.)</i>	MKTG 330
<b>BBA: Proficiencies in information systems.</b> <i>(Issue: Student performance in this area remains relatively strong, but additional attention is needed for utilizing databases in managerial decision making)</i>	CIS 420
<b>MBA: Analyzing strategic influences on the organization.</b> <i>(Issue: Making valid inferences from financial analyses, developing historical narrative strategically, and applying resource-based view of the firm could all be improved.)</i>	MGMKT 895
<b>MBA: Ethical responsibilities.</b> <i>(Issue: Students need increased focus on how ethical reasoning applies to the challenges faced daily by managers and employees.)</i>	MGMKT 830
<b>MBA: Legal &amp; Ethical responsibilities.</b> <i>(Issue: Student understanding of antitrust and regulation needs improvement)</i>	MGMKT 830
<b>MBA: Financial theories, analysis, reporting and markets.</b> <i>(Issue: Deficiencies remain in student learning pertaining to changes in value, risk evaluation, financial recommendations, and overall format of write-up pertaining to financials.)</i>	FIN 836

## Kelce Curriculum Updates & Revisions 2014-2018

The AOL process, in conjunction with the Kelce curriculum review, resulted in a total of 16 new courses, 7 course deletions, and 82 course revisions. These revisions occurred across all major areas in the College as well as within both the BBA and MBA degrees. The addition of Business Professionalism (MGT 210) is particularly noteworthy as it addresses an identified need for further student development in career professionalism. These revisions and changes are listed in the table below.

<b>Kelce Curriculum Updates &amp; Revisions 2014-2018</b>				
<b>Department: Economics, Finance, and Banking</b>				<b>Explanation</b>
<b>NEW CERTIFICATE</b>		Kansas Insurance Certificate		New certificate program
<b>REVISION to CERTIFICATE</b>		Kansas Insurance Certificate		Allow students to complete requirements at Pitt State
<b>REVISION TO CURRICULUM - MAJOR (Name change)</b>				Change Major name to "Business Economics"
<b>REVISION TO CURRICULUM - MINOR</b>				Change Minor from 21 hours to 15 hours
<b>REVISION TO PROGRAMS</b>				
<b>Business Economics</b>				Change to Kelce Core
<b>Finance</b>				Change to Kelce Core
<b>MAJOR: BUSINESS ECONOMICS</b>				
<b>REVISIONS TO COURSES</b>				
<b>Existing Number</b>	<b>Existing Course Name</b>	<b>New Course Name</b>	<b>New Course Number</b>	<b>Explanation</b>
ECON 191	Issues in Today's Economy			updated description, content
ECON 200	Introduction to Microeconomics	Principles of Microeconomics		updated description, content & course number
ECON 201	Introduction to Macroeconomics	Principles of Macroeconomics		updated description, content & course number
ECON 330	Money & Banking		ECON 430	updated description, content & course number
ECON 418	Intermediate Microeconomics		ECON 318	updated description, content & course number
ECON 419	Intermediate Macroeconomics		ECON 319	updated description, content & course number
ECON 468	Labor Economics			updated description, content
ECON 485	Industrial Organization			updated description, content

ECON 640	International Trade	International Economics	ECON 440	updated description & course name & course number
ECON 665	Seminar in Applied Economics			updated description, content
ECON 433		Sports Economics		new course in Sports Economics
ECON 437		Economics of Sustainability		new course in Economics of sustainability
<b>MAJOR: FINANCE</b>				
<b>REVISIONS TO COURSES</b>				
Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
FIN 326	Business Finance			updated description, content & permission
FIN 621	Investments	Investments I		updated description & permission & course name
FIN 624	Investments II			updated description, content & permission
FIN 623	Financial Institutions and Markets			updated description, content & permission
FIN 625	International Finance			updated description, content & permission
FIN 627	Advanced Business Finance			updated description, content & permission
FIN 631	Seminar in Finance			updated description, content & permission
<b>NEW COURSES</b>				
FIN 208		Intro to Risk management & Insurance		new course in Risk Mgmt & Insurance
FIN 210		Financial Planning		new course in Risk Mgmt & Insurance
<b>Department of Accounting and Computer Information Systems</b>				<b>Explanation</b>
<b>REVISION TO PROGRAMS</b>				
<b>Accounting</b>				Change to Kelce Core and introduction of 700 courses (MPAcc)
<b>Computer Information Systems</b>				Change to Kelce Core

**MAJOR: ACCOUNTING****REVISIONS TO COURSES**

Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
ACCTG 202	Managerial Accounting			updated description, content
ACCTG 315	Intermediate Managerial Accounting			updated description, content
ACCTG 318	Intermediate Financial Accounting I			updated description, content
ACCTG 411	Tax Accounting	Individual Taxation		updated description, content
ACCTG 420	Information Technology & Acct. Syst.	Accounting Information Systems		updated description, content, & course name
ACCTG 610	External Auditing and Assurance Syst			updated description, content
ACCTG 611	Advanced Taxation			updated description, content
ACCTG 620	Advanced Financial Accounting			updated description, content
ACCTG 625	Fraud Examination			updated description, content

**MAJOR: COMPUTER INFORMATION SYSTEMS****REVISIONS TO COURSES**

Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
CIS 130	Computer Information Systems			updated description, content
CIS 230	Visual Basic Programming			prerequisite change
CIS 240	C++ Programming			prerequisite change
CIS 345	Object Oriented Prog. Using Java			prerequisite change
CIS 350	Intro. To System Administration			prerequisite change
CIS 380	App. Systems Analysis & Design Meth	Systems Analysis and Design		updated course name to reflect content & peers

CIS 470	Computer Networking			prerequisite change
CIS 610	Internship			description changed w content, pre-req
CIS 615	Database Management			description changed w content, pre-req
CIS 640	Software Engineering			prerequisite change
CIS 670	Info Assurance and Computer Security I			prerequisite change
CIS 671	Info Assurance and Computer Security II			prerequisite change
CIS 230	Visual Basic Programming	Introduction to Programming		
CIS 240	C++ Programming	Intermediate Programming		
CIS 470	Computer Networking	Network and Information Security		
CIS 640	Software Engineering	E-Business Application Development		
CIS 670	Information Assurance and Comp Security I	Management of Computer Security		
<b>NEW COURSES</b>				
CIS 430		Data Analytics: Business Intelligence		
CIS 625		Advanced Database Management		
<b>DELETION OF COURSES</b>				
ACCTG 305	Construction Accounting			course no longer necessary in program
ACCTG 416	Business Taxation			course no longer necessary in program
CIS 250	Principles of Software Design			course no longer necessary in program
CIS 410	Machine Organization (Assembler)			course no longer necessary in program
CIS 510	Data Structures and Algorithms			course no longer necessary in program
CIS 540	Programming Languages			course no longer necessary in program
CIS 645	Internet Programming			course no longer necessary in program

<b>Department of Management &amp; Marketing</b>				<b>Explanation</b>
<b>REVISION TO PROGRAMS</b>				
<b>Marketing</b>				change to Kelce Core
<b>Management</b>				change to Kelce Core, Operations Management to Major
<b>International Business</b>				change to Core, reduction in foreign language
<b>MAJOR: INTERNATIONAL BUSINESS</b>				
<b>REVISIONS TO COURSES</b>				
<b>Existing Number</b>	<b>Existing Course Name</b>	<b>New Course Name</b>	<b>New Course Number</b>	<b>Explanation</b>
MGMKT 439	International Business		IB 330	
MGMKT 611	International Marketing		IB 340	
MGMKT 325	Topics in Business	Topics in International Business	IB 410	description changed; completion of 45 hours or permission
MGMKT 625	Emerging Markets		IB 520	
MGMKT 605	Cross Cultural Analysis		IB 530	
MGMKT 600	Topics in Business	Topics in International Business	IB 610	description changed w content; junior standing; credits 1 - 3
MGMKT 601	Special Topics: International Experience	International Experience in IB	IB 630	description changed w content; junior standing; credits 1 - 3
MGMKT 603	Senior Honors 1	Senior Honors Project 1 in IB	IB 640	
MGMKT 604	Senior Honors Project 2	Senior Honors Project 2 in IB	IB 641	
<b>NEW COURSES</b>				
IB 620		Internship in International Business		
<b>MAJOR: MANAGEMENT</b>				
<b>REVISIONS TO COURSES</b>				
<b>Existing Number</b>	<b>Existing Course Name</b>	<b>New Course Name</b>	<b>New Course Number</b>	<b>Explanation</b>
MGMKT 101	Introduction to Business		MGT 101	description changed
MGT 101	Introduction to Business		MGT 101	students must take within first 9 hours

MGMKT 105	Introduction to Entrepreneurship		MGT 105	re-activated course
MGMKT 320	Business Statistics		MGT 310	Change prefix and number
MGMKT 310	Basic Quantitative Methods		MGT 320	change in description to match content
MGMKT 327	Management and Organizational Behavior		MGT 330	Changed credit hour pre- req requirement; 101 is pre-req
MGT 330	Management and Organizational Behavior			revert to original pre-reqs (un-do change on 2/27/17)
MGMKT 444	Legal and Social Environment of Business		MGT 430	Change prefix and number
MGMKT 325	Topics in Business	Topics in Management	MGT 410	credit hours 1-3 and permission of instructor
MGMKT 477	Quantitative Decision Making		MGT 420	updated description to match content
MGMKT 626	Operations Management		MGT 510	removed co-req or pre require with 690
MGMKT 650	Quality Management		MGT 520	
MGMKT 628	Advanced Organizational Behavior		MGT 530	
MGMKT 629	Human Resources Management		MGT 540	
MGMKT 600	Topics in Business	Topics in Management	MGT 610	updated description, content; credit hours 1-3
MGMKT 603	Senior Honors Project 1	Senior Honors Project 1 in Management	MGT 640	
MGMKT 604	Senior Honors Project 2	Senior Honors Project 2 in Management	MGT 641	
MGMKT 645	Business Strategy		MGT 690	slight change in description & pre-req
<b>NEW COURSES</b>				
MGT 210		Business Professionalism		
MGT 620		Internship in Management		
MGT 630		International Experience in Management		

**MAJOR: MARKETING**

<b>REVISIONS TO COURSES</b>				
<b>Existing Number</b>	<b>Existing Course Name</b>	<b>New Course Name</b>	<b>New Course Number</b>	<b>Explanation</b>
MGMKT 330	Principles of Marketing		MKTG 330	updated description, content, and pre-req
MKTG 330	Principles of Marketing			revert to original pre-reqs (un-do change on 2/27/17)
MGMKT 325	Topics in Business	Topics in Marketing	MKTG 410	updated description, content, and pre-req (hours)
MGMKT 435	Retail Management	Retail and Channels Mgmt.	MKTG 430	combined Retail & Channels course
MGMKT 481	Advertising Management		MKTG 440	
MGMKT 482	Sales Management	Personal Selling and Sales Management	MKTG 450	course name <u>change</u> and updated description
MGMKT 430	Consumer Behavior		MKTG 510	
MGMKT 532	Marketing Channel Management	Logistics and Supply Chain Management	MKTG 480	new course name, pre-fix, number and content/descript.
MGMKT 534	Marketing Research		MKTG 520	
MGMKT 600	Topics in Marketing	Topics in Marketing	MKTG 610	updated description, content, and pre-req (hours); credit 1-3
MGMKT 603	Seniors Honors Project 1	Senior Honors Project 1 in MKTG	MKTG 640	
MGMKT 604	Seniors Honors Project 2	Senior Honors Project 2 in MKTG	MKTG 641	
MGMKT 631	Advanced Marketing Management	Applied Marketing Management	MKTG 680	updated description and pre-req (Marketing Research req)
<b>NEW COURSES</b>				
MKTG 420		Services Marketing		
MKTG 460		Social Media Marketing		
MKTG 620		Internship In Marketing		
MKTG 630		International Experience in Marketing		
MKTG 470		Sports Marketing		

## Undergraduate Admission Requirements

The AOL process, in conjunction with the curriculum review, led the faculty to reexamine the undergraduate and graduate-level admission requirement standards. Following a change to BBA admission requirements in 2013-2014 it became apparent that these standards were impeding students from easily transitioning into Kelce, and the requirements were creating a bottleneck of students in certain course areas. More importantly, however, there were a number of problems with transfer students who had sufficient hours earned, but who lacked the specific courses necessary for admission. This was a serious issue given the articulation agreements that the university has with several other institutions. Issues were found in Managerial Accounting (ACCT 202), Introduction to Microeconomics (ECON 200), and Introduction to Macroeconomics (ECON 201), and ultimately the decision was made to drop these course requirements from the admission standards. The new admission requirements were approved by the faculty and went into effect in January 2017. The minutes from the General Faculty Meeting of January 20, 2017 reflect the discussion and faculty vote regarding admission requirements.

The revised admission requirements are as follows:

Students desiring admission into the Kelce College of Business must meet the following requirements:

Completion of 30 semester hours applicable to the degree

Achieve at least a 2.5 overall cumulative GPA for Accounting and CIS majors.

Achieve at least a 2.25 overall cumulative GPA for Economics, Finance, International Business, Management, and Marketing majors.

Complete the following courses with a grade no lower than a C:

English Composition, ENGL 101 or ENGL 190; 3 hours Introduction to

Research Writing, ENGL 299 or ENGL 190; 3 hours Speech

Communications, COMM 207; 3 hours

College Algebra, MATH 110 or 113 or higher level Math; 3 hours

Elementary Statistics, MATH 143; 3 hours

Computer Information Systems, CIS 130; 3 hours Financial

Accounting, ACCTG 201; 3 hours

Admission is required prior to enrollment in all upper level business courses numbered 300 or above with the exception of MGT 310 Business Statistics for students who have completed MATH 143 Elementary Statistics.

## Graduate Admission Requirements

Following the last peer review team visit in 2013-2014, the MBA Program Advisory Council revised admission requirements for the MBA program. These changes occurred prior to the official Kelce curriculum review and in conjunction the the AOL process.

Previously, the requirements for MBA program admission included: (1) An undergraduate degree from an accredited college or university; (2) a minimum Graduate Management Admission Test (GMAT) score of 400; and (3) a minimum of 1050 points based on the formula: 200 times the overall undergraduate grade point average (GPA) plus the GMAT score or at least 1100 points based on the formula: 200 times the upper division undergraduate GPA plus the GMAT score. Applicants who had at least 950 total points based on the GMAT score and the undergraduate GPA or at least 1000 points based on the GMAT score and the junior/senior GPA could petition the MBA Admissions Committee for probationary admission to the program. The evaluation of such petitions were based on the factors such as work experience, educational background, personal and/or professional references, personal interviews and other data which the student could provide to show evidence of high promise in the program. A student whose native language was not English was required to submit a minimum TOEFL score of 550. Seniors at Pitt State could apply for admission to the MBA program. They were allowed to take graduate work and receive graduate credit if they were in their final semester of undergraduate work. In addition, the following requirements had to have been met: (a) overall grade point average (GPA) of at least 3.25; (b) minimum GMAT score of 400. A student whose native language is not English was required to submit a minimum TOEFL score of 550 on the paper-based exam or 213 on the computer-based exam or be completing a baccalaureate degree at Pittsburg State University.

The revised MBA admission requirements now include four distinct tracks. A student may apply via one of the four tracks. All international applicants are required to have a minimum TOEFL score of 550 (or 213 computer-based test or 79 on internet-based test) or an IELTS overall band score of 6.5 with no band score below 5.5. The admission tracks are as follows:

(1) Traditional - This track is designed for applicants who have a business or non-business undergraduate degree from an accredited university. International applicants are required to submit their undergraduate documents for a course-by-course evaluation to a credentialing agency such as World Education Services (WES), Educational Credentials Evaluators (ECE), or National Association of State Boards of Accountancy (NASBA) (for accounting applicants). A GMAT score (or GRE equivalent) of 450 or higher is also required. Applicants must meet a minimum of 1050 points based on the formula: 200 times overall undergraduate GPA plus the GMAT (of 450 or higher).

(2) Advanced Degree - Master's or doctoral degree holders from other accredited universities may apply without the GMAT/GRE requirement. Applicants must submit an essay discussing their backgrounds and the relevance of the MBA to their career goals, a current resume, and two letters of reference

(3) Executive - Qualified business professionals may apply without the GMAT/GRE requirement. Applicants must provide documented evidence of at least five years of significant managerial experience as well as an accredited undergraduate degree. In addition, applicants must submit an essay discussing their professional experiences and the relevance of the MBA to their career goals, a current resume, and two letters of reference.

(4) Recent Pitt State Graduate - The GMAT/GRE requirement is waived for recent graduates of the Kelce College of Business subject to the following conditions: the applicant must have an

overall undergraduate GPA of 3.25 and the degree must have been earned within the last two years prior to the admission decision. The GMAT/GRE waiver also applies to recent non-Kelce graduates with an undergraduate GPA of 3.25 or higher and a minor in business.

## Kelce College Core (KCC)

The assessment results, along with the curriculum review, provided evidence that an introductory course in business would be an appropriate addition to the Core. It was also decided that Operations Management would be designated only for Management majors. As such, the decision was made to remove MGT 510 Operations Management from the KCC and add MGT 101 Introduction to Business. Given that there are no Kelce learning goals related to Operations Management, and that the Kelce faculty believed that the addition of the Introduction to Business course would allow Kelce majors to be exposed to the functional areas of business earlier in their academic careers, the decision was made to begin the legislation process for these changes. The curriculum review also revealed that introductory courses to a discipline are common across the University (e.g., Introduction to the Visual Arts, Introductory Chemistry), and also common in business curricula throughout the world. The changes, comparing the new KCC to the old, are presented in the following table. The required credit hours in the KCC remains at 39.

### Previous Kelce College Core

### Revised Kelce College Core

Prefix	Course	Hours	Prefix	Course	Hours
ACCTG 201	Financial Accounting	3	MGT 101	Intro. to Business	3
ACCTG 202	Managerial Accounting	3	ACCTG 201	Financial Accounting	3
MGT 310	Business Statistics	3	ACCTG 202	Managerial Accounting	3
MGT 230	Basic Quantitative Business Methods	3	MGT 310	Business Statistics	3
FIN 326	Business Finance	3	MGT 320	Basic Quantitative Business Methods	3
MKTG 330	Principles of Marketing	3	FIN 326	Business Finance	3
MGT 330	Management & Organizational Behavior	3	MKTG 330	Principles of Marketing	3
MGT 430	Legal & Social Environment of Business	3	MGT 330	Management & Organizational Behavior	3
CIS 420	Management Information Systems	3	MGT 430	Legal & Social Environment of Business	3
MGT 420	Quantitative Decision Making <sup>1</sup>	3	CIS 420	Management Information Systems	3
MGT 510	Operations Management	3	MGT 420	Quantitative Decision Making <sup>1</sup>	3
MGT 690	Business Strategy	3	MGT 690	Business Strategy	3
ECON	Economics elective	3	ECON	Economics elective	3
<b>Total</b>		<b>39 hrs.</b>	<b>Total</b>		<b>39 hrs.</b>

## Curricular Changes Resulting from External / Internal Faculty Review

The following changes, though falling outside of the formal AOL process, are included in this report in order to present a comprehensive review of curricular changes in the College that will affect future student learning.

### Degree name change

The curriculum review process in the Department of Economics, Finance, and Banking revealed that it would be appropriate to change the name of the major from “Economics” to “Business Economics.” The faculty decided that it would be prudent to change the name to Business Economics, in order to remain current with the field and to respond to progress in the area. This decision was related both to the curriculum and the Kelce Core, given that all Economics majors are required to complete the Core as part of the degree program. This change also allows the major to better reflect the true nature of the degree and to signal to both prospective students and employers that the major is rooted in the broader field of business. (It is important to note that enrollments in the major rose dramatically in the year following the name change.)

### Certificate Program addition

A new certificate program, the Kansas Insurance Certificate, was legislated during the 2017-2018 academic year. This certificate program was initiated by the Economics, Finance, and Banking faculty upon recommendation by the Kansas Insurance Education Foundation and the Kansas Insurance Commissioner’s Office. It is designed to be offered through a consortium of universities within the State of Kansas system. While this is formally a consortium program wherein students may take courses from any of the Regents universities, students may take all required courses within the Kelce College. The purpose is to better prepare students to enter the field of insurance and to fill a growing need for employment in this industry in Kansas.

### New Masters Degree Program

The newly legislated Master of Professional Accountancy degree (MPAcc) is as an accelerated “4+1” program that provides BBA accounting majors with an appropriate track to prepare for the CPA exam. During their curriculum review, the Accounting faculty recognized that accounting students have had to enroll in 24 to 30 hours beyond their BBA course requirements in order to earn the 150 hours of college credit needed to take the CPA exam. Many students have ended up enrolling in courses, or adding second majors, that do not add value to the pursuit of their professional goals. The MPAcc degree allows students to double-count 9 hours of credit during their senior year toward the new 30-hour master degree. These students may now earn their BBA degree, an MPacc degree, and sit for the CPA exam in the same timeframe that it would have previously taken to earn the 150 hours of credit. As noted, the degree program was approved by KBOR during the Spring of 2018 and the first cohort will begin in the Fall of 2019.

### New Professional Online MBA Program

Pitt State recently signed a contract with an external program management firm, Academic Partnerships (AP) from Dallas, TX, to help develop and launch a 100% online Professional MBA.

The target of this program is place-bound business professionals who seek to further their business education in an online format. Online courses will be offered for 7-week sessions twice during a regular semester and once during the summer for five starts per year. The Professional MBA is designed for full-time working professionals with at least three years of managerial experience. The MBA program is still the same but Professional MBA offers a different modality. Curricular and program changes were approved this year (AY 18) which streamlines the MBA program (30 credit hours) and makes it more attractive and competitive. The results of a market analysis provided by AP, led to the revision of the curriculum (including the addition of the HRD concentration) and admission requirements. The focus of these changes was to enable the program to become more competitive with regional peers and to contribute to the success of the new online degree.

#### New MBA Concentration – Human Resource Development

The new MBA emphasis in Human Resource Development (HRD) is a result of the AP online Professional MBA program initiative and is offered in collaboration with the College of Technology's Masters in HRD program. Three HRD courses are offered as electives for the new emphasis: HRD 706 - Strategies in Development of Human Resources, HRD 796 - Human Resource Development Foundations and Applications, and HRD 852 - Organizational Change and Development. This new emphasis received final approval during Spring 2018 and is available in both the traditional on-campus MBA and the new Online Professional MBA programs.

#### MBA Dual Degree Program – La Rochelle Business School

A dual degree program was legislated in 2015 (prior to the college's comprehensive curriculum review) to provide Kelce students the opportunity to earn Masters degrees (MBA/MiM) from both Pittsburg State University and La Rochelle Business School (AACSB) in La Rochelle, France. Upon completion of 25 required Kelce MBA credits, Pitt State MBA students who are accepted into this program travel to La Rochelle for a Fall semester in Europe. This experience is generally followed by a European Internship. In addition, La Rochelle students spend an academic semester or two in Kelce prior to graduation.

The Kelce College faculty is confident that both the AOL and curriculum review processes have resulted in positive changes to our programs that position us for continued growth and success in educating leaders for the global business community.