

Program Plan and Findings: Four Column Layout



Program (SSB) - ACCT - Accounting (BSBA) - 444

Program Mission Statement: Oklahoma State University's School of Accounting exists to prepare people to make a difference in the world by teaching essential interpersonal skills alongside a high-quality accounting education backed by impactful research and outreach.

Program Information

2019 - 2020

Program Information

Assessment Coordinator's Name: Angela Spencer

Assessment Coordinator's E-mail Address: angela.spencer@okstate.edu

Number of Students Enrolled in the Program: 657

Total Number of Students Graduated: 175

Were university assessment funds used by the department/program for assessment activities?: No

If yes, describe how funds were used and the contribution the funds had on the assessment process:

Number of Student Graduates from Stillwater Campus: 175

Number of Student Graduates from Tulsa Campus: 0

Annual Executive Summaries

2019 - 2020

Program Assessment Coordinator: Angela Spencer

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 11/01/2019

Date of Future Plan Review and Approval: 01/10/2020

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: Overall, our program is preparing our students to successfully enter the accounting profession. However, observable deficiencies do exist, especially with respect to the retention of skills and concepts within the financial accounting sequence. However, the successful attainment of the majority of intended outcomes and improvement in some of the weaker areas previously identified suggests that ongoing efforts for continuous improvement are succeeding at least in part.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Summary results provided to the undergraduate accounting

committee.

Describe the process for sharing and discussing assessment findings with program faculty: Summary reports provided to all related content committees (e.g. financial accounting committee).

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to continue with ongoing efforts to strengthen our program improvements. We are particularly pleased to see that recent changes to our program appear to be aiding in correcting deficiencies previously identified.

Based on this year's findings, what (if any) changes are planned for the assessment process?: While we are pleased with improvements noted this year, we also feel a more expansive assessment process is warranted to better examine all aspects of our mission. Consequently, assessment for 2020-2021 will also include direct assessments of technology and communication.

Describe the process for implementing these changes/planned program improvements: Beginning in 2020-2021, we will directly assess technology and communication (oral, written, and visual) skills. These additional assessment methods will be administered primarily as part of new labs and courses recently added to the revised undergraduate accounting program.

Program Improvements Made in the Last Year: Course Improvements, Curriculum Improvements, Assessment Measure Improvements, Revised Assessment Plan "Other" Improvements:

Goals for the Coming Year: Continue to improve student retention of financial accounting skills and content, successfully deploy the new assessment process in its initial baseline year.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Angela Spencer

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Financial Reporting - Students should be able to: (1) recognize and apply techniques and practices employed in financial accounting as applied to business entities; (2) prepare financial accounting information and reports; and (3) use financial accounting data for making business decisions.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>Comprehensive, Certification, or Professional Exam(s) - Gateway Exam. The Gateway Exam is an online-based exam that requires students to demonstrate mastery of introductory financial accounting material before entering upper-level courses. During the Spring 2019 semester, we began administering the exam through McGraw Hill's ALEKS system. Students must earn at least 80% on a proctored assessment within ALEKS in order to receive a passing score and enroll in upper-level accounting courses. Students on new degree plans do not take the Gateway Exam. Instead, they must complete ACCT 3003 with a grade of "C" or better (this option is also available to students on old degree plans). As we complete the transition to the new degree plan,</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>100% of students enrolling in upper-level courses and not completing ACCT 3003 with a grade of "C" or better successfully passed the exam by scoring 80% or higher. During the 2019-2020 academic year, 202 students tested through the ALEKS system; 173 (85.6%) passed while 29 (14.4%) failed. The average passing score on the exam was 92%. (09/11/2020)</p> <p>Number of Students Assessed: 202</p> <p>Number of Successful Students: 173</p> <p>How were students selected to participate in the assessment of this outcome?: All students taking the Gateway Exam during the 2019-2020 academic year were included.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students entering our upper-level accounting courses are reasonably well-prepared for required financial coursework.</p>	<p>Use of Findings (Actions): These findings are used to better understand the weaknesses students possess when beginning upper-level ACCT coursework. With the ALEKS system, students are provided a custom study plan that can be used to correct any existing deficiencies in their foundational understanding of financial reporting topics. (09/11/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>we will eventually stop utilizing this assessment method.</p> <p>* Learning Outcome Goal/Benchmark: All students enrolling in upper-level accounting courses beyond ACCT 3003 must successfully pass the Gateway Exam by earning a score of at least 80%. Timeline for Assessment: Yearly Other Assessment Type: Course Exam(s) - Students in ACCT 3103, Intermediate Accounting, take an assessment which evaluates their recall of material in the previous course in the financial accounting sequence, ACCT 3003, Foundational Accounting Principles or ACCT 2103, Financial Accounting.</p> <p>* Learning Outcome Goal/Benchmark: Students should earn an average score of at least 70% on the questions administered. Timeline for Assessment: Yearly Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) Overall, students were successful with respect to this outcome, earning mean scores of 75.03% on questions including in the assessment. Results do, however, indicate issues with one topical area as student scores were below the target.</p> <p>Because this outcome is assessed based on the overall mean, success on a per-student basis is not reported. (09/11/2020) Number of Students Assessed: 300 Number of Successful Students: 300 How were students selected to participate in the assessment of this outcome?: All students enrolled in ACCT 3103, Intermediate Accounting I, during the Fall 2019 and Spring 2020 semesters are included in these results. What do the findings suggest about student achievement of this learning outcome?: These findings indicate that students are, in general, adequately retaining the material included as part of this assessment. In particular, we are gratified to see that development and implementation efforts directed toward our new course, ACCT 3003, are proving successful as students who completed that course (rather than ACCT 2103, 2203, and the Gateway Exam) outperformed their peers. Specifically, students completing the new course earned mean scores of 81.15% while their peers earned mean scores of 67.56%.</p>	<p>Use of Findings (Actions): These findings suggest that recent program improvements are proving successful. Efforts will continue to incrementally increase student retention of the material assessed. (09/11/2020)</p>
	<p>Course Exam(s) - Students in ACCT 3113, Intermediate Accounting II, take an assessment which evaluates</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)</p>	<p>Use of Findings (Actions): Financial accounting faculty continue to monitor these results</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>their recall of material in the previous course in the financial accounting sequence, ACCT 3103, Intermediate Accounting I.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Students should earn an average score of at least 70% on the questions administered.</p> <p>Timeline for Assessment: Yearly</p> <p>Other Assessment Type:</p> <p>Course Exam(s) - Students in ACCT 4133, Advanced Accounting, take an assessment which evaluates their recall of material in the previous course in the financial accounting sequence, ACCT 3113, Intermediate Accounting II.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Students should earn an average score of at least 70% on the questions administered.</p> <p>Timeline for Assessment: Yearly</p> <p>Other Assessment Type:</p>	<p>Student performance fell short of the goal. This suggests there are retention problems with respect to certain key topics in the financial accounting sequence.</p> <p>Outcome goal is based on mean score for all students. Sample equivalent reported for number of students successful. Individual outcomes not reported. (09/10/2020)</p> <p>Number of Students Assessed: 91</p> <p>Number of Successful Students: 53</p> <p>How were students selected to participate in the assessment of this outcome?: All students enrolled in ACCT 3113 during the Fall 2019 semester.</p> <p>What do the findings suggest about student achievement of this learning outcome?: While these findings represent a slight improvement over last year, they are still below the desired threshold.</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)</p> <p>Students fell short of the benchmark of an average score of 70% on the questions administered. This suggests there are retention problems with respect to certain key topics in the financial accounting sequences.</p> <p>Outcome goal is based on mean score for all students. Sample equivalent reported for number of students successful. Individual outcomes not reported. (09/11/2020)</p> <p>Number of Students Assessed: 90</p> <p>Number of Successful Students: 44</p> <p>How were students selected to participate in the assessment of this outcome?: All students enrolled in ACCT 4133 during Fall 2019.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students need improvement with respect to technical skill retention.</p>	<p>and implement incremental course improvements in response. Additionally, as more students complete the newly required ACCT 3003, it is anticipated that these results will continue to improve. (09/10/2020)</p> <p>Use of Findings (Actions): As a result of our recent program redesign, key topics are now receiving enhanced coverage during earlier courses in the financial accounting sequence (ACCT 3003 and 3103), allowing additional time to cover particularly difficult topics in ACCT 3113. We continue to evaluate these changes for efficacy. Considering the recent strides made earlier in the financial sequence (see discussion of assessment in ACCT 3103 and comparison of students completing the old and new course sequences), we anticipate we will likewise soon see the benefits of these gains later in the financial accounting sequence. (09/11/2020)</p> <p>Use of Findings (Actions): Improvements to the format and</p>
<p>Accounting and Internal Decision-Making - Students should be able to:</p>	<p>Course Exam(s) - Selected questions given as part of the final exam in</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p>	<p>Use of Findings (Actions): Improvements to the format and</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>prepare product costing statements for planning and control; analyze financial information for decision support; apply a wide variety of management accounting models; and compare and contrast basic methods of cost allocation.</p> <p>Outcome Status: Active Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020 Start Date: Archived Date: Outcome Type: Knowledge Reason for Archival:</p>	<p>ACCT 3203.</p> <p>* Learning Outcome Goal/Benchmark: Students should score at or above 70% on selected cost accounting questions included on exams administered in ACCT 3203. Timeline for Assessment: Yearly Other Assessment Type:</p>	<p>Students met the benchmark overall, earning mean scores of 77.05% on questions administered. However, they did fall short of the benchmark on two of the questions included. Overall, this suggests students are generally obtaining adequate knowledge about accounting and internal decision-making with improvement warranted in key areas.</p> <p>Because this goal is based on overall mean, individual data about successful students is not reported. (09/11/2020)</p> <p>Number of Students Assessed: 346 Number of Successful Students: 346 How were students selected to participate in the assessment of this outcome?: All students enrolling in ACCT 3203 during the 2019-2020 academic year. What do the findings suggest about student achievement of this learning outcome?: Overall, students are adequately achieving this learning outcome.</p>	<p>delivery of ACCT 3203, Cost Accounting, are occurring on a continuous basis. The concepts with which students struggled in this assessment are among the many points of information used to inform these improvements. (09/11/2020)</p>
<p>Auditing - Students should be able to evaluate control weaknesses and deficiencies of organizational information systems.</p> <p>Outcome Status: Active Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020 Start Date: Archived Date: Outcome Type: Knowledge Reason for Archival:</p>	<p>Course Exam(s) - Questions included as part of mid-term and final exams in ACCT 3603, Accounting Information Systems.</p> <p>* Learning Outcome Goal/Benchmark: Students should earn at least an average of 70% on the questions administered in ACCT 3603. Timeline for Assessment: Yearly Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) In ACCT 3603, Accounting Information Systems, students appear to be obtaining an adequate understanding of the required knowledge about controls and deficiencies of organizational information systems as they earned a mean score of 86% on assessed questions.</p> <p>As the assessment goal is based on overall mean, individually successful students are not reported. (09/04/2020) Number of Students Assessed: 58 Number of Successful Students: 58 How were students selected to participate in the assessment of this outcome?: All students enrolled in the section of ACCT 3603 taught by a full time faculty member during the Fall 2019 semester were included as part of the assessment. What do the findings suggest about student achievement of this learning outcome?: Students are gaining adequate understanding of the material and no changes to the course are necessary.</p>	<p>Use of Findings (Actions): No changes are explicitly required. The Audit committee will continue to evaluate the skills covered in this course and the appropriateness of the assessment methods used. (09/04/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Course Exam(s) - Questions included as part of mid-term and final exams in ACCT 4503, Auditing and Assurance services.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Students should earn at least an average of 70% on administered questions.</p> <p>Timeline for Assessment: Yearly</p> <p>Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) ACCT 4503, Auditing, students appear to have a good understanding of material assessed as they scored an average of 81% on questions administered.</p> <p>As the assessment goal is based on mean student performance; individual outcomes not reported. (09/04/2020)</p> <p>Number of Students Assessed: 86</p> <p>Number of Successful Students: 86</p> <p>How were students selected to participate in the assessment of this outcome?: All students enrolled during the Fall 2019 semester were assessed using the identified questions.</p> <p>What do the findings suggest about student achievement of this learning outcome?: These results suggest that the majority of students enrolled are meeting expectations.</p>	<p>Use of Findings (Actions): No action required. Outcomes of this course sequence are meeting expectations and will continue to be delivered as planned. (09/04/2020)</p>
<p>Ethical Reasoning - This objective anticipates that students will be able to: understand appropriate responses to common ethical issues in their discipline; identify when an ethical dilemma may exist; identify ethical rules or principles that may be relevant to the dilemma; and identify stakeholders and potential consequences to the stakeholders.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>Course Exam(s) - Questions administered as part of mid-term and final exam in ACCT 3603, Accounting Information Systems.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Students should earn an average of 70% on the questions administered in ACCT 3603, Accounting Information Systems.</p> <p>Timeline for Assessment: Yearly</p> <p>Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Students appear to be adequately obtaining necessary ethical reasoning skills as they earned mean scores of 85% on the related assessment questions administered as part of mid-term and final exams in ACCT 3603, Accounting Information Systems.</p> <p>Because the goal for this outcome is based on overall mean scores, individual student outcomes are not reported. (09/04/2020)</p> <p>Number of Students Assessed: 58</p> <p>Number of Successful Students: 58</p> <p>How were students selected to participate in the assessment of this outcome?: All students enrolled in the section of ACCT 3603 taught by a full time faculty member during Fall 2019 are included in these results.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are adequately mastering the material related to ethical reasoning.</p>	<p>Use of Findings (Actions): These results do not suggest the need for changes to the existing course or assessment methods used. However, as part of a recent program review, it was determined that a more comprehensive assessment of student mastery might be obtained through a different type of assessment, preferably administered as part of a case study. Consequently, in future years, we will begin assessing student ethical reasoning through a case study as part of one of the courses required in our redesigned undergraduate program. (09/04/2020)</p>
<p>Income Tax Return Preparation - Students should be able to: complete</p>	<p>Course Exam(s) - In ACCT 3013, Federal Income Taxation, students</p>	<p>Reporting Period: 2019 - 2020</p>	<p>Use of Findings (Actions):</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>tax returns based on provided data. Outcome Status: Active Planned Assessment Year: 2019 - 2020 Start Date: Archived Date: Outcome Type: Knowledge Reason for Archival:</p>	<p>are asked to complete a tax return problem on a mid-semester exam. * Learning Outcome Goal/Benchmark: 70% of students should earn at least 70% or more of the points available on the tax return problem. Timeline for Assessment: Yearly Other Assessment Type:</p>	<p>Conclusion: 3 - Meets Program Expectations (Proficient) 87% of students earned a score of 70% or better on the problem. The overall mean score earned was 80.7% (09/11/2020) Number of Students Assessed: 68 Number of Successful Students: 60 How were students selected to participate in the assessment of this outcome?: All students enrolled in the face-to-face sections of the course were required to complete the problem. What do the findings suggest about student achievement of this learning outcome?: Students are successfully obtaining the skills necessary to complete federal income tax returns.</p>	<p>Students appear to be adequately mastering the assessed material and no explicit changes are warranted. (09/11/2020)</p>
<p>Ethical Decision Making - This goal anticipates that students will be able to:</p> <ul style="list-style-type: none"> • Understand appropriate responses to common ethical issues in their discipline; • Identify when an ethical dilemma may exist; • Identify stakeholders and potential consequences to the stakeholders; and • Recommend ethical responses. <p>Outcome Status: Active Planned Assessment Year: 2017 - 2018, 2019 - 2020, 2021 - 2022, 2023 - 2024 Start Date: Archived Date: Outcome Type: Disposition Reason for Archival:</p>	<p>Capstone Assignment - • Students will evaluate 16 problematic ethics scenarios and evaluate the actions on a scale of 1-4 (very acceptable to never acceptable). * Learning Outcome Goal/Benchmark: • Target for the 16 questions is to have improved performance over the previous test. Timeline for Assessment: • These assessments will be administered on an every-two-year cycle beginning in Fall, 2013, to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online). Other Assessment Type:</p> <hr/> <p>Capstone Assignment - Students will evaluate two randomly-selected scenarios from a set of 9, identify stakeholders in the process, and recommend appropriate actions. * Learning Outcome</p>		

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Goal/Benchmark: 80% of students should be able to score 6 or higher (average of meets expectations) on the rubric applied to the case.</p> <p>Timeline for Assessment: These assessments will be administered on an every-two-year cycle, beginning in Fall 2013, to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online).</p> <p>Other Assessment Type:</p> <p>Capstone Assignment - Students will address eight questions intended to measure degree of ethicality.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No specific target. Serves to provide insight on the degree of ethicality of students.</p> <p>Timeline for Assessment: These assessments will be administered on an every-two-year cycle, beginning in Fall 2013, to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, Online).</p> <p>Other Assessment Type:</p>		
	<p>Capstone Assignment - Students will evaluate 24 questions intended to measure their propensity to various forms of moral disengagement or rationalizations.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: No benchmark. This particular portion of the assessment is intended to help us understand how students may justify particular actions. Understanding rationalizations can help in closing the loop on ethical decision making.</p> <p>Timeline for Assessment: These</p>		

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Written Communication - This goal anticipates that students will be able to produce effective, written, business communications that:</p> <ul style="list-style-type: none"> • Are written in a business-like fashion that is appropriate to the audience; • Are well-organized and concise; and • Use correct grammar, spelling, and mechanics. <p>Outcome Status: Active Planned Assessment Year: 2017 - 2018, 2019 - 2020, 2021 - 2022, 2023 - 2024 Start Date: Archived Date: Outcome Type: Skills Reason for Archival:</p>	<p>assessments will be administered on an every-two-year cycle, beginning in Fall 2013, to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online).</p> <p>Other Assessment Type:</p> <p>Course Exam(s) - • The preceding abilities will be assessed using a writing prompt in a lab setting in which students are provided with some graphics that represent test results. Students will be asked to write a letter that is no more than 1-1/2 pages long to their supervisor. The letter should explain the test results to the supervisor. This testing approach should ensure that students are using their own words and their own work.</p> <ul style="list-style-type: none"> • This test will be administered on an every-two-year cycle beginning in Fall, 2013, to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online). • For on-campus students in Stillwater and Tulsa, the exam will be administered during a regularly-scheduled class period; and the score will make up a small component of the student's grade. Online students will schedule a test time at a certified testing center. • A sample rubric is provided in the related documents. <p>* Learning Outcome Goal/Benchmark: • For each individual skill (content,</p>		

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>organization, style & mechanics, and format & appearance), the average score for students should be a 3 or higher.</p> <ul style="list-style-type: none"> • With respect to the total score, 75% of students should score a 12 or higher. <p>Timeline for Assessment: Assessments are to occur in Fall 2019 and every two years thereafter</p> <p>Other Assessment Type:</p>		
<p>Career Competencies - With the development of the new core curriculum, this outcome has been redefined from “interpersonal skills” to “career competencies” and focuses on key Korn Ferry competencies as determined by a collaboration of external parties, faculty, and Eastin Center personnel. There has been some back-and-forth on the competencies to be included; and the current set anticipates that students will demonstrate career competencies in the following areas:</p> <ol style="list-style-type: none"> 1. Ensures accountability-- Holds self and others accountable to meet commitments. 2. Business insight – Applies knowledge of business and the marketplace to advance the organization’s goals. 3. Collaborates--Builds partnerships and works collaboratively with others to meet shared objectives. 4. Communicates effectively-- Develops and delivers multi-mode 	<p>Course Exam(s) - Assessment method: The following four competencies were tested under other learning goals as follows:</p> <ul style="list-style-type: none"> • Objectives 2 (business insight) and 10 (financial acumen) are primarily addressed in assessment of the student’s knowledge of business fundamentals. • Objective 5 (manages complexity) is partially addressed in the problem-solving assessment. • Objective 19 (tech savvy) is addressed as part of our technology assessment. <p>Additionally, students were assessed via two approaches:</p> <ul style="list-style-type: none"> • Each student took a 20-question multiple-choice test with each question covering a different competency. For each competency, the student had a random draw from one of three questions about the competency. The questions dealt with issues that revolved around recognizing the competency 		

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<p>communications that convey a clear understanding of the unique needs of different audiences.</p> <p>5. Manages complexity--Makes sense of complex, high quantity, and sometimes contradictory information to effectively solve problems.</p> <p>6. Courage--Steps up to address difficult issues, saying what needs to be said.</p> <p>7. Customer Focus – Builds strong customer relationships and delivers customer-centric solutions.</p> <p>8. Decision quality--Makes good and timely decisions that keep the organization moving forward.</p> <p>9. Values differences--Recognizes the value that different perspectives and cultures bring to an organization.</p> <p>10. Financial acumen – Interprets and applies understanding of key financial indicators to make better business decisions.</p> <p>11. Global perspective – Takes a broad view when approaching issues, using a global lens.</p> <p>12. Interpersonal savvy--Relates openly and comfortably with diverse groups of people.</p> <p>13. Builds networks--Effectively builds formal and informal relationship networks inside and outside the organization.</p> <p>14. Persuades – Uses compelling arguments to gain the support and commitment of others.</p> <p>15. Is resilient--Rebounds from setbacks and adversity when facing difficult situations.</p> <p>16. Demonstrates self-</p>	<p>or its components or understanding the causes of problems with the competency.</p> <ul style="list-style-type: none"> In addition, each student had a random draw of one of three short essay questions in which they addressed what they would do or had done in a particular scenario. The three scenarios addressed: <p>While it was intended that all tests be conducted in a proctored scenario, the occurrence of the COVID-19 pandemic necessitated that for Spring 2020, we move some of the testing to unproctored situations.</p> <p>* Learning Outcome Goal/Benchmark: Spring 2020 was the first administration of this assessment tool. Goals have not yet been set yet other than continuous improvement.</p> <p>Timeline for Assessment: Assessments will begin in Spring 2020 and will take place at least every two years thereafter.</p> <p>Other Assessment Type:</p>		

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>awareness--Uses a combination of feedback and reflection to gain productive insight into personal strengths and weaknesses.</p> <p>17. Engages in self-development--Actively seeks new ways to grow and be challenged using both formal and informal development channels.</p> <p>18. Is situationally adaptable--Adapts approach and demeanor in real time to match the shifting demands of different situations.</p> <p>19. Is tech savvy--Anticipates and adopts innovations in business-building digital and technology applications.</p> <p>20. Instills trust--Gains the confidence and trust of others through honesty, integrity, and authenticity.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2019 - 2020, 2021 - 2022, 2022 - 2023</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>			