

Appendix 11 – Assessment Plans and Results

Assessment Plans and Results – Undergraduate Business Administration <i>Academic Years 2017-2021</i>							
	<i>Competency</i>	<i>Performance Target</i>	<i>How Assessed</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results (% of students meeting benchmark)</i>	<i>Improvements</i>
200-LEVEL GOALS	Analyze changes in equilibrium prices and quantities in a supply-and-demand framework	80% of students will perform six skills correctly	Exam	ECON 201	Year 2	More than 80% of students performed 5/6 skills correctly; 78% of students shifted curves correctly	Additional practice and examples given
		75% of students will answer 60% or more questions correctly*	Junior Comprehensive Exam		Year 3 (Pilot) Year 4	Year 3: Year 4:	
	Analyze costs	75% of students will answer 70% or more questions correctly	Exam	ACCT 261	Years 1, 3	Year 1: 81-93% Year 3: 82-93%	New practice exercises developed to address weakest objective (#4)
	Prepare and interpret financial statements	75% of students will answer 70% or more questions correctly	Exam	ACCT 260	Years 2, 4	Year 2: 72-73% Year 4: 83.2%-68.4%	New textbook adopted Fall 2019
	Analyze information systems	75% of students will perform at an acceptable level or better on 3 traits	Exam	BMIS 235	Year 2	Trait 1: 82% Trait 2: 76% Trait 3: 77%	New assignment developed & shared with all MIS faculty
		75% of students will answer 60% or more questions correctly*	Junior Comprehensive Exam		Year 3 (Pilot) Year 4	Year 3: 90% Year 4: 79%	High-level concept map will be developed
<i>* Performance target adjusted because competency is learned sophomore year and assessed junior year.</i>							

Assessment Plans and Results – Undergraduate Business Administration
Academic Years 2017-2021

	<i>Competency</i>	<i>Performance Target</i>	<i>How Assessed</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results (% of students meeting benchmark)</i>		<i>Improvements</i>
300-LEVEL GOALS	Analyze drivers and key performance measures for an organizational process	75% of students will answer 80% or more questions correctly	Exam	OPER 340	Year 1	Section 01: 89.7% Section 02: 76.9%		Increased use of illustrative examples & videos
		75% of students will answer 80% or more questions correctly**	Junior Comprehensive Exam		Year 3 (Pilot) Year 4	Year 3: 57% Year 4: 81%		Topics reinforced with quizzes & videos
	Consider perspectives of different groups	75% of students will answer 70% or more questions correctly	Junior Comprehensive Exam		Year 3 (Pilot) Year 4	Year 3: 60% Year 4: 73%		New FMLA exercise used in all MGMT 350 sections
	Make effective oral presentations	70% of students will achieve at least a 2 of 3 for organization & delivery	Recorded presentation	MGMT 350	Year 3 (Fall - Pilot) Year 3 (Spring)	Fall: Org.: 60% Delivery: 50%	Spring: Org.: 100% Delivery: 73%	Students informed in advance of speaking elements most often missed

** Higher performance target set because students take the JCE at the conclusion of their OPER 340 class.

Assessment Plans and Results – Undergraduate Business Administration
Academic Years 2017-2021

	<i>Competency</i>	<i>Performance Target</i>	<i>How Assessed</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results (% of students meeting benchmark)</i>	<i>Improvements</i>
400-LEVEL GOALS	Students identify & synthesize core issues in a business scenario	85% of students will perform at the acceptable level or better	Written case analysis	BUSN 481	Years 1, 3	Year 1: 95-100% SWOT, 75% synthesis of core issues Year 3: 100%, 92%	New Introduction to Business course added Fall 2019
	Use proper tools to analyze and interpret data	85% of students will perform at the acceptable level or better	Written case analysis	BUSN 481	Years 1, 3	Year 1: 100% Year 3: 96%	Analysis of BUSN 230 curriculum
	Create a well-written document	Year 1: 95% of students will perform at the adequate level or better Year 3: 75% of students will perform at the high adequate level or better	Written case analysis	BUSN 481	Years 1, 3	Year 1: 95-100% Year 3: New standard met for 2 of 5 writing traits	New writing resources SharePoint site added in 2019 Two writing-enriched classes added Fall 2016 Writing lab opened Spring 2016
	Identify ethical & social justice issues	80% of students will meet or exceed expectations	Project/case	BUSN 480	Years 3, 5	Year 3: Desired results met for 2/4 traits Year 5: Desired results met or exceeded for all traits	Formative evaluations on students' ability to construct a good case

Assessment Plans and Results – Undergraduate Accounting
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<i>1. Students will develop appropriate technical knowledge across the five major areas of the accounting discipline.</i>	Intermediate level financial accounting and reporting concepts	75% of students will answer 70% or more questions correctly	ACCT 360/361	Years 2, 4	Year 2: Desired results achieved for 2/6 objectives in ACCT 360 and 3/4 objectives in ACCT 361. Year 4: Desired results achieved for 3/6 objectives in ACCT 360 and 3/4 objectives in ACCT 361.	Practice exercises reviewed and additional focus placed on other comprehensive income.
	Intermediate level cost/managerial accounting concepts	75% of students will answer 70% or more questions correctly	ACCT 363	Years 1, 4	Year 1: Desired results achieved for 1/3 objectives. Year 4: Desired results achieved for all objectives.	New textbook adopted and narrated PowerPoint lectures with detailed examples provided to students.
	Accounting information systems	75% of students will answer 70% or more questions correctly	ACCT 362	Years 2, 5	Year 2: Desired results achieved for 3/5 learning objectives. Year 5: Desired results achieved for all objectives.	Flowcharts created of various cycles; new practice problems assigned. SOX objective moved to ACCT 464 for Year 5 assessment.
	Individual and entity taxation	75% of students will answer 70% or more questions correctly	ACCT 365	Years 3, 4	Year 3: Desired results achieved for 2/6 learning objectives. Year 4: Desired results achieved for 5/6 learning objectives.	Deferred compensation lessons reorganized and additional \$179 expense calculations practice problems added.
		75% of students will answer 70% or more questions correctly	ACCT 366	Year 5*	Year 5: Desired results achieved for 3/4 objectives.	Simplify coverage of S corporations in future courses.
Auditing	75% of students will answer 70% or more questions correctly	ACCT 464	Years 2, 5	Year 2: Desired results achieved for 7/8 topics. Year 5: Desired results achieved for 5/8 topics.	Becker CPA review materials added with mapping of Becker questions to each chapter of the textbook. PowerPoint presentation on audit reports revised. SOX objective moved from ACCT 362 to ACCT 464 for Year 5 assessment.	

* The entity taxation goal was assessed only once because ACCT 366 first became a required course for junior accounting majors with the Spring 2019 sections.

Assessment Plans and Results – Undergraduate Accounting
Academic Years 2017-2021

Goal	Objectives	Performance Target	Where Assessed	When Assessed	Results	Improvements
2. Students will exhibit an understanding of ethical conduct in a global and diverse professional environment.	<ol style="list-style-type: none"> 1. Students will be able to identify the relevant ethical issues in a business situation. 2. Students will be able to identify alternate possible decisions and respective impacts. 3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives. 4. Students will be able to offer an ethically informed and justified solution to business problems. 	80% of students will meet or exceed expectations for all traits assessed	BUSN 480	Years 3, 5	Year 3: Desired results achieved for 2/4 objectives. Year 5: Desired results achieved for all 4 objectives.	New assignment was created which more clearly articulated expectations for the case study. Also, formal evaluations of students' ability to construct a good case study were built into the course.
3. Data Analysis	Students will develop critical thinking skills and demonstrate effective decision-making within a professional accounting context, while making use of data analytics and other relevant technology.	75% of students will answer 70% or more questions correctly	ACCT 311	Year 4*	Year 4: Desired results were not achieved for either objective.	More structure added, including a checklist of videos/content and a mini assessment that must be completed before progressing to subsequent content. Discussed use of tools to synthesize concepts and sharpen critical thinking skills before and after student work on lab assignments.

* The data analysis goal was assessed only once as the course (ACCT 311) became a new requirement for junior accounting majors in Fall 2020.

Assessment Plans and Results – Masters in Accountancy (MAcc)
Academic Years 2017-2021

<i>Goals</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<u>Goal 1 – Analytical Thinking</u> : Students will develop critical thinking skills and display effective decision making within a professional accounting context, supported by the appropriate use of analytical and quantitative techniques.	75% of students will answer 70% or more questions correctly	MAcc 611*	Year 4	Year 4: Desired results achieved for both objectives	More structure added, including a checklist of videos/content and a mini assessment that must be completed before progressing to subsequent content. Discussed use of tools to synthesize concepts and sharpen critical thinking skills before and after student work on lab assignments.
<u>Goal 2 – Conceptual and Technical Competence</u> : Students will demonstrate conceptual and technical competence for professional accounting subjects, including the effective use of relevant accounting standards and appropriate technical research tools.	MAcc 665: 80% of students will demonstrate both conceptual and technical competence MAcc 663: 75% of students will meet or exceed expectations	MAcc 665/ MAcc 663	Years 2, 4	Year 2: 72% - conceptual competency; 60% - technical competency Year 4: Desired results were achieved for all three objectives	MAcc 664: Added review of auditing standard frameworks in first week of class. Increased focus on documenting compliance with applicable auditing standards. MAcc 663: Highlighted importance of critique portion of case; more time allocated to discussion of documentation techniques.
<u>Goal 3 – Professional Ethics</u> : Students will increase their ethical awareness of issues encountered in a professional accounting environment and will exhibit ethical decision making in their recommended response(s).	80% of students will meet or exceed expectations for all traits assessed	MAcc 664	Years 1, 4	Years 1 & 4: Desired results were achieved for all traits assessed	Rubrics created with clear expectations; reminder emails sent to help students manage due dates.
<u>Goal 4 – Professional Communications</u> : Students will communicate clearly, intentionally, and effectively given the audience and situational context.	75% of students will demonstrate above adequate performance	MAcc 661	Years 2, 4	Year 2: Only 66.7% of students achieved desired results Year 4: 90.9% of students achieved desired results	Provided instructions for installing & using “Grammarly”; provided additional instruction on writing clearly.
* The goal was only assessed once as MAcc 611 became a required course in Fall 2018.					

Assessment Plans and Results – Masters in Business Administration (MBA)
Academic Years 2017-2021

<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
Articulate a vision & set prioritized strategic objectives	90% of students will achieve a minimum score of 90% or above on the final project	MBUS 616	Years 3, 5	Year 3: 92% Year 5: 83%	Encouraged activities and behaviors that prepare students to make complex decisions under uncertainty.
Formulate business strategies	80% of students will perform at an acceptable level	MBUS 625	Years 4, 5	Year 4: Desired results met	Stated more explicitly that students should discuss advantages/pitfalls.
Recognize ethical issues and make informed, ethical decisions	80% will meet or exceed expectations for all traits assessed	MBUS 614	Years 3, 4	Year 3: Desired results met for 3 of 5 traits Year 4: Desired results met for all traits	Written practice provided for weak areas.
Recommend optimal strategies & actions, frame problems contextually, & use appropriate analytical & quantitative techniques	80% of students will perform at an acceptable level	MBUS 613	Years 3, 5	Years 3 & 5: Desired results met	Course increased from 2 to 3 credits since the last CIR cycle. More mini case studies used.
Communicate ideas effectively & efficiently	85% of students will perform at the “Adequate” level or above	MBUS 627	Years 3, 4	Year 3: Desired results met for 4 of 5 traits Year 4: Desired results met for 2 of 4 traits	Writing resources shared with students. New writing class added to MBA curriculum Fall 2021.
Evaluate & integrate economic, political, technological, environmental & societal issues into decision making in a global environment	80% of students will perform at an acceptable level	MBUS 626	Years 3, 4	Years 3 & 4: Desired results met	Glossary of essential technological terms provided to students.
Incorporate concepts of global diversity & inclusiveness into analyses & decision-making	75% of students will score 75% or higher	MBUS 612/ MBUS 625	Years 3, 5	Year 3: Desired results not met	

Assessment Plans and Results – Masters in Business Administration – American Indian Entrepreneurship (MBA-AIE)
Academic Years 2017-2021

<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
Articulate a vision & set prioritized strategic objectives	80% of students will score 90% or above	MBUS 616T	Year 3*	Year 3: Desired results achieved	Reconfigured the curriculum to place course closer to end of program.
Formulate business strategies	75% of students will answer 80% or more questions correctly	MBUS 628T	Years 3, 5	Year 3: Desired results achieved for 1 of 5 traits Year 5: Desired results achieved for 2 of 5 traits	Developed an additional cost behavior practice sheet and moved course from compressed 6-week summer term to 15-week fall term immediately following prerequisite accounting course.
Recognize ethical issues and make informed, ethical decisions	80% will meet or exceed expectations	MBUS 614T/ 625T	Years 3, 4	Year 3: Desired results met for 4 of 5 traits Year 4: Desired results met for both traits (assessment method changed)	Provided more written practice to address weak area/will ask students to address call for action and will meet with GU Director of the Center for Climate, Society, and the Environment for advice in designing the assessment.
Develop a successful small business marketing plan	80% will score at a high adequate level or higher	MBUS 615T	Years 3, 5	Year 3: Standard met for 2 of 3 traits Year 5: Please see appendix for results	Provided better examples and new in-class assignment to address weakest trait.
Apply leadership paradigms to proposed community change initiatives	80% will meet or exceed expectations	MBUS 612T/ 617T	Year 4 (Spring & Summer)	Spring: Desired results not met Summer: Desired results met	Added more emphasis on political power paradigm. Will focus more time on leadership via an Indigenous paradigm.
Communicate ideas effectively & efficiently	80% will meet or exceed expectations	MBUS 614T/ 625T	Years 3, 4	Year 3: Standard met for all traits except grammar Year 4: Desired results met	Encouraged students to sign up for Grammarly/ Feedback provided by instructor before students submitted writing assignments.
Value diverse perspectives	80% will meet or exceed expectations	MBUS 626T/ 612T	Year 4 (Fall & Spring)	Fall: Desired results met Spring: Desired results met	Components of problem-solving approach added to the course.
Bring change to their communities, creating opportunities for themselves and others	Please refer to articles and stories in the assessment reports for examples of MBA-AIE students bringing change to their communities and creating opportunities for themselves and others.				

Assessment Plans and Results – Masters in Taxation (MTax)
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<i>1. Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.</i>	Partnerships	75% of the students will answer 80% or more of the questions correctly for each objective	MSTAX 605	Years 2, 4	Years 2 & 4: Desired results achieved for 3/4 objectives	Additional materials and examples developed to demonstrate and practice concepts. Additional readings added on the allocation of nonrecourse deductions and pre-contribution gains and losses.
	Corporations	75% of the students will answer 80% or more of the questions correctly for each learning objective	MSTAX 604/614	Years 1, 5	Year 1: Desired results achieved for 0/4 objectives. Year 5: Desired results achieved for 0/4 objectives, but results improved significantly	A new textbook was adopted after the first assessment and additional in-class problems were developed.
	Wealth transfers	75% of the students will answer 70% or more of the questions correctly for each learning objective	MSTAX 606	Year 4*	Year 4: Desired results achieved for all three objectives	More focus will be added on two areas: 1) the implication of lifetime gifts on the calculation of estate tax and 2) basis of property that qualifies as income in respect of a decedent.
	Property transactions	75% of the students will answer 80% or more of the questions correctly for each learning objective	MSTAX 607	Years 2, 5	Years 2 & 5: Desired results achieved for all four objectives	More property disposal examples provided in PowerPoint lectures. Developed a series of in-class exercises relating to capital asset sales, Section 1231 netting, and the variety of scenarios related to the sale of personal property.

** The higher federal estate tax exemption has made this goal less relevant, and the class will become an elective beginning Fall 2021. Therefore, the goal was not assessed a second time.*

Assessment Plans and Results – Masters in Taxation (MTax)
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<i>2. Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.</i>	1. Students will analyze the relevant law by utilizing tools provided by subscription research services, library resources and free information issued by the government or other credible sources.	75% of students will find and cite the correct authorities in a research memo	MSTAX 667/616	Years 1, 5	Year 1: Desired results met Year 5: All students were able to identify an applicable Code section and one Treasury Regulation, but only 42% properly identified at least one of the six pre-identified authorities.	Students were asked to use a different tool in the second assessment—Bloomberg BNA Portfolios for Tax and Accounting. The instructor will provide additional time for in-class use of BNA in future classes.
	2. Students will demonstrate an ability to draft the results of their research through memoranda, letters, email and other written correspondence in a concise, structured manner to other professionals or clients with varying levels of tax sophistication.	Year 1: 75% of the students will score at least 40 oU of 50 points on a pre-selected research memorandum Year 5: 75% of students will achieve a total score of 18 or higher under the writing rubric, indicating an average score of 3 (“Strong”) or higher oU of 4 possible points per category	MSTAX 667/616	Years 1, 5	Years 1 & 5: Desired results met	After first assessment, developed a rubric to formalize the review of students’ writing and changed to a new assignment that involves more ambiguity in its application of tax law to a set of facts and circumstances. Will spend additional time bridging the gap from good authority to articulating a conclusion with caveats through class examples.
	3. Students will demonstrate an ability to convey technical tax topics through public speaking presentations.	75% of the students will achieve the desired performance level	MSTAX 667/616	Years 1, 5	Years 1 & 5: Desired results met	A sample presentation was provided to students prior to completion of the assignment to highlight the organizational aspects of a model presentation.

Assessment Plans and Results – Masters in Taxation (MTax)
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<i>3. Students will exhibit an understanding of the ethical framework for tax accountants working in a professional environment.</i>	<ol style="list-style-type: none"> 1. Students will be able to identify the relevant ethical issues in a business situation. 2. Students will be able to identify alternate possible decisions and respective impacts. 3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives. 4. Students will be able to offer an ethically informed and justified solution to business problems. 	80% of students will meet or exceed expectations for all traits assessed	MSTAX 664	Years 1, 4	Years 1 & 4: Desired results were achieved for all traits assessed	Rubrics created with clear expectations; reminder emails sent to help students manage due dates.
<i>4. Students will demonstrate preparedness for entering the profession through success on the CPA exam and through success in the placement process.</i>	<ol style="list-style-type: none"> 1. Students' performance on the CPA Exam will place Gonzaga in the top 1/3 of "large accounting programs" in the country. 2. At least 90% of students will be placed within six months of graduation. 	N/A	N/A	Years 1, 3, & 5	<p align="center"><u>Actual Results – 2016</u></p> <ol style="list-style-type: none"> 1. Gonzaga ranked #33 of 284 (in the top 12%) for large accounting programs. 2. 100% of MSTax students were placed within six months of graduation. <p align="center"><u>Actual Results – 2018</u></p> <ol style="list-style-type: none"> 1. Gonzaga ranked #7 of 249 (in the top 3%) for large accounting programs. 2. 100% of MSTax students were placed within six months of graduation. <p align="center"><u>Actual Results – 2020</u></p> <ol style="list-style-type: none"> 1. 2020 rankings will be released in October 2021. 2. 95% of MSTax students were placed within six months of graduation. 	