



**AACSB International**

**Continuous Improvement Review  
Report**

**AACSB Peer Review Visit October 2016**



## Engagement, Innovation, and Impact

West Chester University of Pennsylvania is the largest of the 14 public institutions in the Pennsylvania State System of Higher Education (PASSHE) and the fourth-largest University in the Philadelphia area. The University offers more than 100 graduate and undergraduate programs in the arts and sciences, business and public management, the social sciences, visual and performing arts, health sciences and teacher education.

Undergraduates are encouraged to participate in experiential learning opportunities, which range from internships to collaborative research with faculty members. In 2014, WCU launched a Summer Undergraduate Research Institute that offers even more undergraduates the chance to pursue significant research. Service learning is an integral component of many courses at West Chester and the keystone of the Honors College.

West Chester University's (WCU) School of Business (SoB) endeavors to create an environment that develops students and advances knowledge. Our programs feature highly qualified faculty who are committed to teaching excellence. Experiential learning is highly valued and mission centric to both WCU and the SoB and is evidenced by the number of student internships, service learning opportunities, faculty and student lead case studies, guest speakers from local/regional businesses, practice sets, as well as business tools and other experiential learning projects. Over the reporting period 3,480 hours of service learning and greater than 1,900 hours of community service were performed by SoB students.

Our Undergraduate and Graduate programs have been recognized by:

- U.S. News & World Report Best Colleges Rankings:
  - Online MBA program is one of the nation's best – 55th out of 216 institutions evaluated.
  - 18th Top Public School (Regional University North)
  - 53rd Best College for Veterans (Regional University North)
  - 71st Regional University (North)
- Kiplinger's Best College Values Rankings:
  - In the top 100 Public Colleges over the past eight years.
  - In the top 300 over All Colleges

WCU's SoB is an innovative leader in new programs designed to meet the educational demands of the regional community. The Master of Business Administration (MBA) was recently (2015/16) restructured and will be delivered 100% online beginning Fall 2016. The restructure was based on constituent input and market demand. The number of applicants has increased 200% since the last academic year. The MBA is a 30 credit hour general degree program where a student can also obtain graduate certificates in Business Analytics; Project Management; and Entrepreneurship.

The SoB offers a Bachelor of Science at the undergraduate level in Accounting, Economics, Finance, Management and Marketing. There are three minors at the undergraduate level in Accounting, Finance and International Business. Three new programs will start in the upcoming 2016-17 academic year:

- Minor in White Collar Crime
- Bachelor of Science in International Business
- Master of Science in Human Resource Management

All three programs directly align with the mission in that they foster student development through multidisciplinary education. The BS in International Business crosses all business disciplines, while the White Collar Crime Minor currently is comprised of courses from the Accounting and Criminal Justice Departments. The minor is currently developing a computer security course with a third discipline: computer science. The Master of Science in Human Resource Management is a collaboration between management and the business law areas and will be offered 100% online to meet the needs of working professionals.

Unlike other universities in the state system, WCU has experienced unprecedented growth since the last reporting period in the College of Business and Public Management; a large percentage of this growth is attributed to the SoB. From Fall 2011 to Fall 2015 the undergraduate and MBA business programs have grown 95.1% and 52.7% respectively. To keep up with this exceptional growth, the SoB has hired a 14 new faculty (net) and three additional staff members over this time frame.

Faculty scholarship is critical to our mission, and the impact of that scholarship is evidenced by the wide range of application based and pedagogical research. The faculty produced 504 intellectual contributions (IC) over the reporting period; of which 213 (42%) were in peer reviewed journals (PRJ), text books or cases. Consistent with the SoB mission statement to “continually improve pedagogy and business practices through applied research and other professional activities” 95% of the IC are applied integrative/application scholarship as well as teaching and learning scholarship. Further evidence of faculty scholastic, teaching and community engagement include:

- 22 of 48 faculty members (46%) actively review articles for over 87 PRJ
- 16 faculty members have been invited to present or publish their research and/or serve on a research panel
- 13 faculty members have received best paper awards
- Eight faculty members have received teaching awards
- Eight faculty members have received advising awards
- 12 faculty members serve the community as an association officer or director
- Eight faculty members actively contribute their time and talents to local, professional and community organizations via consulting work, and
- 10 faculty members have active professional licenses

We believe the SoB demonstrates our agility and responsiveness to the rapidly evolving business and educational landscapes.

# Table of Contents

Engagement, Innovation, and Impact.....	iii
Situation Analysis.....	1
Table 1: List of Degrees Offered by SoB.....	2
Progress Update on Concerns from Previous Review .....	3
Table 2: Items Identified in Last Peer Review .....	3
Strategic Management and Innovation .....	4
Strategic Management Planning Process .....	4
WCU School of Business Mission & Goals.....	5
Table 3: Alignment of the State System, WCU and SoB Mission Statements.....	6
Financial Strategies and Allocation of Resources .....	6
Table 4: Key 1-3 Year Strategic Action Items .....	8
New Degree Programs .....	9
Intellectual Contributions, Impact and Alignment with Mission.....	9
Table 5: Intellectual Contributions for the 5-year period 2011-2012 through 2015-2016....	11
Table 6: Google Scholar Metrics.....	12
Table 7: Other Impactful Activities.....	13
Participants – Students, Faculty, and Professional Staff. ....	13
Students .....	13
Table 8: School of Business Enrollment Trends .....	14
Table 9: Enrollment by Ethnicity .....	15
Table 10: Retention Rates for University, SoB and URM Students.....	16
Table 11: Degree Completions (Fall 2011 through Fall 2015).....	17
Table 12: Sample of Employers of SoB Students by Discipline .....	19
Admissions - Undergraduate Programs .....	20
Admissions- MBA Program.....	20
Faculty .....	21
Table 13: Detail of Permanent Faculty Lines by Area by Academic Year.....	21
Faculty Sufficiency and Qualifications.....	23
Table 14: Faculty Sufficiency Summary Benchmarks for 2015-2016.....	23
Table 15: Faculty Qualifications Summary Benchmarks for 2015-2016 .....	24

Table 16: Deployment of Members by Qualification Status for Degree Programs .....	25
Professional Staff .....	25
Learning and Teaching .....	26
Assurance of Learning – Committee and Process .....	26
Table 17: Assurance of Learning Results University Rubric .....	27
Undergraduate Assurance of Learning (ACC, ECO, FIN, MKT and MGT) .....	28
Accounting Assurance of Learning .....	29
Economics Assurance of Learning .....	30
Finance Assurance of Learning .....	30
Management Assurance of Learning .....	31
Marketing Assurance of Learning .....	32
Master of Business Administration (MBA) .....	32
Table 18: New MBA Program Guide, Including Certificates and Electives: .....	35
Table 19: MBA Assurance of Learning Methodology .....	36
Academic and Professional Engagement .....	36
Table 20: SoB Internships by Department .....	37
Academy of Management and the American Management Association .....	37
The Accounting Society .....	37
The American Marketing Association .....	38
Beta Alpha Psi .....	38
Beta Gamma Sigma .....	38
The Cottrell Center .....	39
The Economics & Finance Society .....	39
The National Association of Black Accountants (NABA) .....	<u>4039</u>
Net Impact .....	40
Appendix A: CBPM Organizational Chart	
Appendix B: SoB Strategic Plan	
Appendix C: Committee Structure	
Appendix D: Faculty Qualification Standards	
Appendix E: Summer Stipend Guidelines	
Appendix F: Teacher Scholar Model	
Appendix G: CBPM Assurance of Learning Policy	
Appendix H: AoL Results and Feedback Loop	

## Situation Analysis

West Chester University had its origin in West Chester Academy, a private, state-aided preparatory and teacher-training School founded in 1812. The academy became West Chester Normal School in 1871, West Chester State Teachers College in 1927, and West Chester State College in 1960.

The Pennsylvania State System of Higher Education (PASSHE) was established by Act 188 in 1982. The former West Chester State College became West Chester University of Pennsylvania (WCU) in 1983 and is one of the 14 state-owned institutions authorized to grant degrees in Pennsylvania. WCU is classified as a M1-Master's Larger Programs institution. In Fall 2015, WCU's total enrollment was 16,611 students (14,226 undergraduate and 2,385 graduate students). The University offers 118 baccalaureate degrees, 103 master's degree programs and three doctoral programs.

The four levels of governance for PASSHE are the Board of Governors, the Office of the Chancellor, the Council of Trustees, and the University President. WCU is accredited by the Middle States Commission on Higher Education and was most recently reaccredited in Spring 2011. The Board of Governors has overall responsibility for planning and coordinating the development and operation of the System. The Chancellor is the CEO of the System and has responsibility for administration of the System under the policies prescribed by the Board. The University's Council of Trustees oversees the general operation of the University and plays a role in the appointment and evaluation of the President.

The President is the CEO of the University. Currently WCU is in the search process for a President in the upcoming academic year. In the interim, The Vice President for External Operations who was the previous Dean of the College of Business and Public Affairs has assumed the role. Vice Presidents of the five major divisions report to the President. The Vice President for Academic Affairs/Provost is responsible for the academic programs and related instructional services of the University. Since the last review the University has hired a new Provost/Vice President of Academic Affairs. The Provost maintains support of all discipline accreditations in the unit.

The University is also governed by a collective bargaining agreement (CBA) between PASSHE and the Association of Pennsylvania State College and University Faculties (APSCUF). Article 2 of the CBA is entitled Academic Freedom and contains an extensive description of the entitlements of faculty relating to their ability to perform their duties without interference. The CBA also establishes some University committees. Local agreements between APSCUF and University management help delineate the roles of these committees by the creation of by-laws. The three major University committees related to faculty are the Curriculum and Academic Policy Council (CAPC), the Tenure and Promotion Committee (TeP), and the Sabbatical and Educational Leave Committee (SaLe). Faculty membership on these committees is either by APSCUF appointment or faculty elections; which are overseen by APSCUF. There is a strong tradition of shared

governance at WCU. There is no external influence that prevents the School of Business from complying with the AACSB accreditation standards.

Effective July 1, 2016 WCU reorganized all the colleges and departments within academic affairs to better reflect the University's mission and goals. The School of Business (SoB) resides within the College of Business and Public Management (CBPM), formerly the College of Business and Public Affairs. The Dean of CBPM has broad authority to direct the academic programs and manage the budget of the College. Since the last accreditation review, the college has hired a new Dean through a national search process. The Associate Dean reports directly to the Dean. The academic units within the CBPM include the School of Business, the Department of Criminal Justice, the Department of Geography and Planning, and the Department of Public Policy and Administration. The School of Business is comprised of four Departments, Accounting (where Business Law is housed), Economics and Finance and Management and Marketing, each of which has a Department Chairperson. Full-time faculty appointments are made to each of these academic Departments. All four Departments provide faculty to the MBA program. The MBA program is run by a Director who is appointed by and reports directly to the Dean. For a complete breakdown of the structure within the CBPM, see Appendix A: CBPM Organizational Chart.

The Dean reports directly to the Provost, who reports directly to the President. Academic budgets are managed in a highly decentralized manner, where Deans have a high degree of autonomy and responsibility. The Dean retains responsibility for managing the personnel budget, but transfers Department operating budget authority and responsibility to the Department Chairpersons.

The list of degrees offered by the SoB is detailed in Table 1 below. WCU's SoB degrees are all in the scope of this review report:

Table 1: List of Degrees Offered by SoB

Program Name	Level	Location	Date Established
BS Accounting	Bachelor's	On-campus	1969
BS Economics	Bachelor's	On-campus	1969
BS Finance	Bachelor's	On-campus	1994
BS Management	Bachelor's	On-campus	1969
BS Marketing	Bachelor's	On-campus	1969
MBA	Master's	Hybrid/Online	1979

The School of Business is in an enviable market position compared to many of its regional competitors. Demand is growing because of the quality of its educational programs, the competitive cost, WCU's reputation and the advantageous location. However, in order to maintain comparative advantage, the SoB must strategically manage both sides of the value proposition by embracing innovation and continuously developing and improving its academic, research and service programs, all while growing and enhancing its resource base. Like most

public universities, WCU faces declining state support. Another challenge is the salary cost structure for faculty which is mandated by the CBA.

The SoB along with the other three Departments in the college will be moving into the new Business and Public Management (BPM) Center in Spring 2017. The 90,000 sq. foot, state-of-the-art building will have a large 183 seat lecture hall, over twenty multimedia classrooms, and private faculty offices. The center will also have multiple places for students to collaborate and open space where faculty and students can connect. The building is designed to enhance learning and encourage interdisciplinary connections between students and faculty. In addition to the many innovative and collaborative spaces, the Cottrell Entrepreneurial Center will be housed in the new building.

## Progress Update on Concerns from Previous Review

In the interest of continuous improvement, the Peer Review Team identified three items that the SoB should closely monitor and incorporate into ongoing strategic plan initiatives. These concerns and updates are outlined in Table 2 below.

Table 2: Items Identified in Last Peer Review

AACSB Standard (as reported in last review based on 2003 standards)	Update
<p>Standard 4 [CONTINUOUS IMPROVEMENT OBJECTIVES]</p> <p>Develop a more explicit strategic plan with input from all relevant stakeholder groups, to be used as a guide for setting priorities, decision making, and resource allocation. As this was an issue from the School's previous visit, greater attention should be given to this issue.</p>	<p><u>Response:</u> The SoB created a more explicit strategic plan, which is based upon input from all relevant stakeholder groups, to be used as a guide for setting priorities, decision making, and resource allocation. The School uses a participative form of strategic planning known as idealized design. This is the same method adopted by West Chester University in the development of its current strategic plan. Using a parallel process assures coordination with the University's broader planning activities. This approach builds consensus, encourages creativity, and increases commitment to the final plan (See Strategic Management and Innovation section for a detailed analysis of the development of the plan and Appendix B for a dashboard view of the inputs and outputs of the plan by academic year).</p>
<p>Standard 4 [CONTINUOUS IMPROVEMENT OBJECTIVES]</p>	<p><u>Response:</u> The SoB refined the committee structure and documentation, which reflect the shared governance model at the University. Every committee includes representation from each Department. Faculty representatives are elected per the Departmental process. The chair of each committee</p>



AACSB Standard (as reported in last review based on 2003 standards)	Update
Improve documentation of the School's governance processes to include roles and composition of standing committees.	and terms of service are specified. In addition, Department Chairs are elected by Department members (per the CBA) to serve a three-year term. See Appendix C for the Committee Structure of the SoB standing committees.
Standard 1 [MISSION STATEMENT] & Standard 2 [INTELLECTUAL CONTRIBUTIONS]  Refine the mission to provide greater guidance to faculty and ensure the alignment of the aggregate intellectual contributions portfolio to the mission.	<u>Response:</u> As part of the strategic planning process described above, the SoB revised the mission statement and continued to refine it over the reporting period. See Strategic Management and Innovation section for a detailed analysis of the development of the mission statement and plan.

## Strategic Management and Innovation

### *Strategic Management Planning Process*

As a result of the last review and the University's new strategic planning process, the SoB reengineered their strategic planning process to engage all relevant stakeholders. The School used a participative form of strategic planning known as idealized design. This is the same method adopted by West Chester University in the development of its current strategic plan. Using a parallel process assured coordination with the University's broader planning activities. The idealized design process differs from other forms of planning in that it actively engages key stakeholder groups in the process. This approach builds consensus, encourages creativity, and increases commitment to the final plan.

The planning process took place during the 2012-2013 academic year. The Strategic Management Committee (SMC) was formed to guide the effort. The Committee consisted of the Chairs of each of the School's Departments - Accounting, Economics and Finance, Management and Marketing; the Chair of the Undergraduate Program Committee; the Chair of the MBA program; as well as the Dean and Associate Dean. The Committee developed a working plan that began with an organizational assessment. The assessment was followed by soliciting stakeholder input based on the assessment, goal setting based on stakeholder input, and mission review and revision.

The organizational assessment began with a comprehensive review of the internal and external events, trends, and issues affecting the School. The result provided a common understanding of strengths, weaknesses, opportunities, and threats – a SWOT analysis. Instead of developing the

SWOT analysis to directly develop a set of strategies and goals, the organizational assessment was used to frame stakeholder input.

The stakeholders groups that participated in the process included faculty, staff, the School's Business Advisory Council, alumni and students. Each group was asked to provide design specifications for their "ideal" School of business. The methods for eliciting input included retreats, group meetings and on-line surveys.

The strategic management committee clustered the input into key areas for strategic action, then set goals and objectives in each area along with an implementation time frame. The Dean's office then aligned the goals and objectives with existing and future budget priorities.

The plan is designed to be a "revolving" three-year plan; where it is reviewed annually. The first year's completed progress is assessed and adjustments are made to the second and third years of the plan if necessary. Subsequently, a new third year plan is developed based on anticipated needs and opportunities, which ensures that there is always a three-year strategy in place.

Finally, the plan is monitored each year and outputs are shared with relevant stakeholders. The goal is to capture information about progress on and impediments to the plan in a timely fashion as well as facilitate adjustments or additions as necessary. This approach supports a dynamic plan that promotes organizational learning and innovation. A detailed list of the goals, strategies, responsibilities, financial implications and outcomes by year is located in Appendix B.

Based on the strategic management process, the mission statement was refined in 2013 and further polished in 2015 to reflect the core values of the SoB. The mission is a foundational statement that provides broad guidance on strategy and direction to the SoB and its faculty. The current mission of the SoB is listed below.

#### WCU School of Business Mission & Goals

The mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School will provide high-value business programs at the undergraduate and graduate level; foster student development through multidisciplinary education, scholarship and experiential learning; work with regional business and non-profits to develop innovative approaches to business education; and continuously improve pedagogy and business practices through applied research and other professional activities.

#### Goals:

1. Maintain high-value business programs at the undergraduate and graduate levels
2. Achieve high impact student learning through interdisciplinary education, scholarship and experiential learning.
3. Instill community relationships with regional businesses and non-profits and use those relationships to develop innovative approaches to business education

4. Improve pedagogy and business practices through relevant research and professional activities
5. Focus on inclusion with regard to faculty, staff and students.

The SoB mission is aligned with both the State System of Higher Education and the University missions. A detailed list of the alignment is shown in Table 3 below.

Table 3: Alignment of the State System, WCU and SoB Mission Statements

State System Mission (from 2020 Plan)	West Chester University Mission	School of Business Mission
The primary mission of the System is the provision of instruction for undergraduate and graduate students to and beyond the master's degree in the liberal arts and sciences and in applied fields, including the teaching profession. Act 188 of 1982.	West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, <b>comprehensive institution</b> committed to providing access and <b>offering high-quality undergraduate education, select post-baccalaureate and graduate programs, and a variety of educational and cultural resources</b> for its students, alumni, and <b>citizens of southeastern Pennsylvania.</b>	The mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a <b>comprehensive public institution in southeastern Pennsylvania</b> , the School will <b>provide: high-value business programs at the undergraduate and graduate level; foster student development through multidisciplinary education, scholarship and experiential learning; work with regional business and non-profits to develop innovative approaches to business education; and continuously improve pedagogy and business practices through applied research and other professional activities</b>

### ***Financial Strategies and Allocation of Resources***

The College of Business and Public Management has an annual operating and personnel budget of approximately thirteen million dollars. The School of Business comprises about seventy percent of that budget and has an annual operating/personnel budget of approximately nine million dollars. There has been significant growth over the last five years at the University and college level. This growth has been supported by the University with the addition of sixteen (net) new faculty positions and three additional staff positions over the last five years. Furthermore, the University is committed to supporting the SoB growth with additional faculty lines in the undergraduate and MBA programs as well as all new programs over the next several years. The University continues to support the SoBin accreditation efforts by maintaining enough travel,

research and operating budgets to cover all business faculty. At a minimum, all faculty receive \$1,500 per year for travel. New faculty receive \$6,000 to be used over a two year period. Further, business faculty teaching load is reduced to seven courses a year (University course load is eight courses a year), and new faculty are reduced to six courses in their first year. Department Chairs receive release time depending on the size of the Department. All business faculty are eligible for summer research stipends. In the summer of 2016, approximately forty-three of the faculty (90%) received stipends each averaging approximately \$6,059 to help support research efforts (see Appendix E for full policy).

In addition to personnel and operating base budgets, the college receives initiative money for achieving goals (approximately \$270,000 was earned over the last year) and there are opportunities each year to receive additional base funding (other than faculty positions) through a block grant process. Over the past years the initiative money was utilized to fund additional faculty travel, summer research stipends not covered by the model and other strategic goals. The University operates using a decentralized model, such that funding for temporary faculty positions (due to growth as well as faculty released from classes for other functions) is determined through the TEAM model. Student credit hours and average class size ratios are determined for each college. Funding to hire temporary faculty is determined and allocated to each college based on the goals at the beginning of the year; where additional funding is allocated if goals are exceeded after the Spring semester snapshot date. If a college exceeds the class size ratio, the excess funding that was originally allocated for temporary faculty hiring can be utilized as discretionary money for the college to fund additional strategic goals each year.

In addition to business degree programs, the SoBhas committed resources to the Dr. Edwin Cottrell Entrepreneurial Leadership Center. The Cottrell Center serves as a catalyst for regional economic development and entrepreneurship literacy by promoting entrepreneurship at West Chester University, in Chester County, and throughout Southeastern Pennsylvania. The Center was initiated through a grant from the Pennsylvania State System of Higher Education. It is named in honor of Dr. Edwin Cottrell, West Chester University Professor Emeritus of Health and Physical Education. The naming of the center was through a generous gift from Claire and Gary Daniels in honor of Dr. Cottrell, Mr. Daniel's golf coach. The initial grant funding was exhausted and several additional grants have been received to pay students to intern in small and startup businesses. In addition, the Dean has provided funds to support the Director of the Center and its many activities.

The University technology fee is an additional source of funding available for the college. Over the past four years, approximately three million dollars has been set aside for technology infrastructure in the new Business and Public Management Center. Access to the technology funds are through an annual "needs" call each year to all faculty and then allocation is made based on the priority of the need, number of students impacted and available resources. The Deans work with the Provost and the Vice President of Information Technology in determining the allocations.

Based on the strategic planning process, the first through third year key strategic action items and the financial plans to achieve them are explained in Table 4 below.

Table 4: Key 1-3 Year Strategic Action Items

<b>Initiative</b>	<b>Start Date</b>	<b>First Year Cost</b>	<b>Additional Annual Cost</b>	<b>Source of Funds</b>
Undergraduate International Business Degree	Fall 2016	\$32,726 estimated cost	\$77,664- Year 2, \$300,025 Year 3, \$597,360 Year 4 and \$820,400 Year 5	Although costs are high, the amounts include faculty. The program is expected to have net revenue in year two. Cost for program faculty is through the Provost.
Faculty lines to support program growth	Fall 2017	\$466,922 for five faculty lines	\$544,740 (seven additional faculty lines in Fall 2018)	Provost/ Cabinet
CRSP/WRDS/Compustat	Fall 2016	\$94,154	\$51,560 for 17/18 academic year. Additional, \$53,000 needed each year to fund annual subscription	Initiative money to fund through the 17/18 academic year. Initiative money will continue to fund each year. Base funding needed will be requested through the next year's Academic Affairs Block Grant Process.
Advertising for MBA Program	Spring 2016	\$100,000	\$100,000 each year for four additional years	Proposal is out to an alumni for funding of this initiative
PR/Communications director position	Fall 2016	\$80,357 one-time money for salary and benefits	\$80,357 base money in Fall 2017	Academic Affairs Block Grant Process. Money for grant has been requested and allocated
Additional Department secretaries	Spring 2016	\$58,592 one-time salary and benefits two people ½ year	\$117,184 base money in Fall 2017	Academic Affairs Block Grant Process. Money for grant has been requested and allocated.
Computer Carts for classrooms in BPM Center	Fall 2017	\$150,000 for three carts	\$100,000 for two carts in Fall 2018.	Five additional carts will be needed in classrooms. Technology fee (two carts in 2017 and one cart in 2018)) and college initiative money.
MS in Human Resource Management Degree	Fall 2017		\$799,433 for five years.	Although costs are high, they include faculty. The program is expected to have net revenue in year three. Cost for program faculty is through the Provost.

Initiative	Start Date	First Year Cost	Additional Annual Cost	Source of Funds
Additional Associate Dean Position	Fall 2018	\$169,222 base needed to cover market salary and benefits		Will be requested in the upcoming years' Academic Affairs Block Grant Process. Additional \$15,000 base funding will be needed through Provost beyond market to be competitive.

### ***New Degree Programs***

Since the last visit in Fall 2011, no new degree programs have been created. The SoB will begin a new BS in International Business and an MS in Human Resource Management in the 2016-2017 academic year (if approved by the Board of Governors in July). Since no students have yet been admitted to these programs, they will be included as part of the next continuous improvement review process.

### ***Intellectual Contributions, Impact and Alignment with Mission***

An aggregate summary of member qualifications and intellectual contributions for the reporting period (Fall 2011 through Spring 2016) is presented in Table 5 on page 11. During the reporting period, the SoB participating faculty had 504 total intellectual contributions (IC) within its portfolio. Of the three categories of scholarship within the portfolio the SoB had 25 (5%) Basic or Discovery based contributions, 424 (84%) Applied contributions, and 55 (11%) Teaching/Learning contributions. The types of intellectual contributions made by the SoB include: Peer Reviewed Journals (PRJ), Proceedings, Presentations, Textbooks and Cases. Included in the total 504 SoB ICs are: 207 (41%) PRJs, 51 (10%) proceedings, 240 (48%) presentations, two textbooks (< 1%) and four (<1%) cases.

The table also presents the breadth of participation by the SoB participating faculty. For the School as a whole, 96% percent of the participating faculty produced ICs. When viewed by Department, 100% of the participating faculty in the Accounting, Finance, Marketing and Management Departments produced ICs. Eighty-two percent of the participating faculty in the Economics Department produced ICs. The preponderance of applied and teaching/learning scholarly activity (84% and 11%, respectively) directly support the SoB mission to impact business practices and pedagogy.

During the reporting period the SoB faculty published in 139 different PRJ. The Strategic Management Committee (SMC) defined a quality publication as one that is peer reviewed and published in a journal with an acceptance rate of  $\leq 50\%$  as published in Cabell's. Of the 139 PRJs in which faculty published, 119 (86%) had acceptance rates  $\leq 50\%$ ; 91 (65%) had acceptance rates of  $\leq 30\%$ ; and 57 (41%) had acceptance rates of  $\leq 20\%$ . Last, of the 207 PRJ articles – 75 (36%) appeared in journals with  $\leq 20\%$  acceptance rates.

Quality is always a concern and is closely monitored. In Fall 2015 the Strategic Management Committee became aware of open access predatory journals and publishers – those that profit from scholarly publishing without appropriate peer-review processes. To combat the problem the committee suspended publication points for journals that charged fees or that appeared on Beall’s Predatory Journal/Publisher lists. Beginning in Spring 2016 any journal that charges a fee will not count toward any publication points for any status unless it is on the College’s approved list of journals. In order for a journal to be added to the approved list, the name of the journal, the publisher, and any other relevant information is sent to the Business Programs Manager. The manager sends the materials to the library for the librarians to investigate and vet the journal/publisher. If the journal is determined through this process to be appropriate, the journal is tentatively added to the approved list pending review by the committee. Upon final approval by the committee and Dean, any journal on the approved list will count towards scholarly qualification points.

Table 5: Intellectual Contributions for the 5-year period 2011-2012 through 2015-2016

5-year Summary of Intellectual Contributions														
	Portfolio of Intellectual Contributions (Includes <i>refereed only</i> ; <i>published and unpublished</i> )			Types of Intellectual Contributions								Percentages of Faculty Producing Intellectual Contributions		
Department	BDS	AIS	TLS	PRJ	Proc	Pres	Grant	Txbk	Case	OTM	OIC	Total	Part	All
<b>Accounting</b> [10 members, 10.00 FTE]		68	30	55	20	22		1				98	100.00%	100.00%
<b>Economics</b> [11 members, 11.00 FTE]	10	90	4	27	6	71						104	81.82%	81.82%
<b>Finance</b> [7 members, 7.00 FTE]	5	74		26	6	47						79	100.00%	100.00%
<b>Management</b> [13 members, 13.00 FTE]	9	113	13	71	6	58						135	100.00%	100.00%
<b>Marketing</b> [7 members, 7.00 FTE]	1	79	8	28	13	42		1	4			88	100.00%	100.00%
<b>College Totals: [48 members, 48.00 FTE]</b>	<b>25</b>	<b>424</b>	<b>55</b>	<b>207</b>	<b>51</b>	<b>240</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>504</b>	<b>95.83%</b>	<b>95.83%</b>
<b>BDS:</b> Basic or Discovery Scholarship <b>AIS:</b> Applied Integrative/Application Scholarship <b>TLS:</b> Teaching and Learning Scholarship <b>PRJ:</b> Articles in peer-reviewed journals <b>Proc:</b> Articles in Academic/Professional Meeting Proceedings <b>Pres:</b> Academic/Professional Meeting Presentations <b>Grant:</b> Competitive Research Awards Received <b>Txbk:</b> Textbooks <b>Case:</b> Cases <b>OTM:</b> Other Teaching Materials <b>Selected on Settings tab:</b> <b>OIC:</b> Other Intellectual Contributions, selected by School (peer reviewed paper presentations, books, chapters, research seminars, papers presented at workshops, instructional software, study guides, instructor's manuals, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, supplements, non-refereed journal articles, etc.) <b>Selected on Settings tab: %:</b> Percent of Member FTEs Producing Intellectual Contributions														



Citation count is probably the most fundamental measure of academic impact, but it is not by any means the only measure. Google Scholar was chosen for citation counts because it provides: a comprehensive coverage of publication outlets across all disciplines and a broad measure of impact on discipline-based, applied and pedagogic scholarship. It is also widely used by other universities and colleges for citation metrics. Impact is readily apparent. Collectively the SoB faculty have 14,648 total citations on 396 PRJ articles that have been cited by other authors (9,468 total citations since 2011). Two Professors in Management, Dr. Gerard Callanan and Dr. Monica Zimmerman, each had one article that was cited > 1,000 times (1,261 and 1,214; respectively). Impact metrics by degree area are detailed in Table 6 below.

Table 6: Google Scholar Metrics

Google Scholar Metrics								
DEPT	# Papers with Citations	Citations:			h-Index		i10-Index	
		High	Total	Since 2011	Total	Since 2011	Total	Since 2011
ACC	62	162	432	179	26	19	12	5
ECO	61	566	961	730	30	28	18	14
FIN	40	984	1,247	995	19	18	10	10
MGT	193	3,347	10,236	6,380	104	91	122	104
MKT	40	508	1,772	1,184	26	24	20	19
Total	396	-na-	14,648	9,468	205	180	182	152

Notes: High citations are the total number of citations on a single author's body of work. The h-Index is the largest number h such that h publications have at least h citations. The i10-Index is the number of publications with at least 10 citations.

Other high-impact activities produced by the faculty are listed in Table 7 below. Aligned with the Teacher Scholar Model (see Appendix F), 15 faculty members mentor student research. Of the 48 full-time tenure track faculty, 22 (46%) actively review articles for over 87 PRJs. Sixteen faculty members have been invited to present or publish their research as well as serve on a research panel. It is also worth noting that 13 faculty members received best paper awards for their intellectual contributions, eight faculty received teaching awards and eight faculty members received advising awards. Last, Assistant Professor of Economics, Dr. Michael Malcolm's forthcoming article is cited in the text of a resolution currently pending in the Utah state legislature. Examples of professional activities include: 19 current licensures are maintained by faculty, including the continuing professional education requirements that correspond to each licensure; 10 faculty members hold association offices or directorships; and eight faculty are currently consulting in various businesses related to their fields.

Table 7: Other Impactful Activities

Other Impactful Activities	Number of Faculty
Academic Conference Chair or Director	7
Academic Conference Discussant	12
Academic Conference Moderator	3
Academic Conference Reviewer	6
Advising Award	8
Article Reprint Requests	1
Association Officer or Director	12
Best Paper Award	13
Consulting	8
Invited Panelist/Presentation	10
Invited Publication	6
Licensures	10
Peer Reviewed Journal – Editor	7
Peer Reviewed Journal – Editorial Board	7
Peer Reviewed Journal – Ad Hoc Reviewer	22
Public Media Cites/Quotes	7
Research Blogs	1
Research Grant Recipient	7
Research Grant Reviewer	2
Service Learning	2
Student Club Advisor	8
Student Research	15
Teaching Award	8
Textbook Reviewer	8

## Participants – Students, Faculty, and Professional Staff.

### Students

As shown in Table 8 on the next page, overall undergraduate and graduate enrollment in the SoB degree programs grew substantially by 95.1% and 52.7% respectively over the reporting period. Total growth over all undergraduate and graduate programs was 93.2%. Part of this growth is a result of undeclared business majors. Prior to Fall 2014 undeclared business majors were under the purview of the Pre-Major Advising Program. Beginning Fall 2014 all undeclared business students had to choose a Pre-business major. All Pre-business students take the same core Pre-business courses (see admission requirements below). Upon successful completion of these courses Pre-business students are allowed to declare their career business majors. The total

enrollment in each cell in Table 8 combines both Pre-business and Declared Majors within each SoB discipline.

Table 8: School of Business Enrollment Trends

<b>School of Business Enrollment Trends</b>						
<b>Fall 2011 – 2015</b>						
<b>Undergraduate Programs</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>% Chg</b>
Accounting	388	451	501	650	700	80.4
Economics	97	94	94	146	185	89.7
Finance	286	329	393	551	621	117.5
Management	461	499	550	711	817	77.2
Marketing	339	394	439	637	742	118.9
<i>Total Undergraduate</i>	<i>1571</i>	<i>1767</i>	<i>1977</i>	<i>2695</i>	<i>3065</i>	<i>95.1</i>
<b>Graduate Programs</b>						
MBA	74	86	100	118	113	52.7
<i>Total All Programs</i>	<i>1645</i>	<i>1853</i>	<i>2077</i>	<i>2813</i>	<i>3178</i>	<i>93.2</i>

Notes: Data in each cell includes students that are in the major and Pre-business major.  
 Pre-business ECO/FIN students were split into Finance and Economics using an 80/20 split, respectively.  
 Growth for all majors increased in 2014 because undeclared students were allowed to elect into a Pre-business major.

Table 9: Enrollment by Ethnicity

Academic Career	Race or Ethnicity	Fall 2011				Fall 2015			
		Business		University		Business		University	
		N	%	N	%	N	%	N	%
Undergraduate	Black/African American	79	5.5%	1,140	8.9%	230	8.5%	1,490	10.5%
	American Indian/Alaskan Native	4	0.3%	26	0.2%	1	-	14	0.1%
	Asian	35	2.4%	239	1.9%	50	1.9%	306	2.2%
	Latino	39	2.7%	549	4.3%	116	4.3%	762	5.4%
	International, Non-Resident Alien	17	1.2%	48	0.4%	23	0.9%	68	0.5%
	Native Hawaiian/Pacific Islander	1	0.1%	3	-	4	0.1%	17	0.1%
	Two or more races	9	0.6%	164	1.3%	72	2.7%	409	2.9%
	Unspecified	1	0.1%	37	0.3%	6	0.2%	88	0.6%
	Total Non-White	185	12.8%	2,206	17.2%	502	18.6%	3,154	22.2%
	White	1,260	87.2%	10,628	82.8%	2,196	81.4%	11,072	77.8%
	<b>Total Undergraduate</b>	<b>1,445</b>	<b>100%</b>	<b>12,834</b>	<b>100%</b>	<b>2,698</b>	<b>100%</b>	<b>14,226</b>	<b>100%</b>
Graduate	Black/African American	5	6.3%	231	10.2%	3	2.3%	319	13.4%
	American Indian/Alaskan Native	-	-	3	0.1%	-	-	2	0.1%
	Asian	7	8.8%	58	2.6%	11	8.5%	62	2.6%
	Latino	-	-	53	2.3%	5	3.8%	76	3.2%
	International, Non-Resident Alien	3	3.8%	47	2.1%	-	-	84	3.5%
	Native Hawaiian/Pacific Islander	-	-	1	-	-	-	-	-
	Two or more races	-	-	21	0.9%	1	0.8%	37	1.6%
	Unspecified	-	-	12	0.5%	2	1.5%	9	0.4%
	Total Non-White	15	18.7%	426	18.8%	22	16.9%	589	24.7%
	White	65	81.3%	1,840	81.2%	108	83.1%	1,796	75.3%
	<b>Total Graduate</b>	<b>80</b>	<b>100%</b>	<b>2,266</b>	<b>100%</b>	<b>130</b>	<b>100%</b>	<b>2,385</b>	<b>100%</b>

WCU is committed to attracting, enrolling and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. To support the SoB Mission, faculty, staff, and administrators are committed to providing and effectively serving the educational needs of a diverse student body. As part of their education, all WCU students are required to take a diverse community course; e.g. one where the focus is on historically marginalized groups. One goal of a diversity course is to foster an understanding of “difference.” As shown in Table 9, although the SoB minority student percentages lag behind the University percentages, there has been a 370% (247%) increase in undergraduate (graduate) minority students from 2011 to 2015.

WCU and the SoB have strong retention rates. Table 10 below presents the undergraduate retention rates for the University as a whole, for underrepresented minorities (URM), and non-URMs in comparison to the SoB retention rates for the same categories.<sup>1</sup> Four-year and six-year graduation rates are also compared. Last, the variance between the University and SoB retention and graduation rates are presented. The SoB first and third year retention rates exceed the University rates; whereas the University retention rates exceed the SoB for the two-year retention rates. Similar comparisons can be made for the four and six year graduation rates. The four-year graduation rates show that the SoB is slightly lower than the University. However, the SoB six-year graduation rates are higher in comparison to the University graduation rates for the URM population. Over the past several years, the SoB has implemented action plans to help improve retention ratings. The overall results of the data show that the SoB meets their mission goal of inclusion. The number of URM students increased during the reporting period from 10 in Fall 2011 to 43 in Fall 2014 – a 330% increase. Additionally, the 2015 Fall URM cohort increased 86% to 80 students. Data on their retention will not be available until Fall 2016.

Table 10: Retention Rates for University, SoB and URM Students

Undergraduate Population	SoB Cohort N	University	SoB	Variance
<b>Fall 2014</b>		<b>Retention Rates After 1 Year</b>		
Full-time First Year Freshman:	43	83.8%	88.4%	4.5%
URM	311	88.9%	91.3%	2.4%
Non-URM	354	88.0%	91.0%	3.0%
Total				
<b>Fall 2013</b>		<b>Retention Rates After 2 Years</b>		
URM	25	73.7%	68.0%	5.7
Non-URM	233	84.2%	83.7%	0.5
Total	258	82.3%	82.2%	0.1
<b>Fall 2012</b>		<b>Retention Rates After 3 Years</b>		
URM	10	69.4%	80.0%	10.3

<sup>1</sup> Underrepresented minorities (URM) include African American, American Indian/Native Alaskans, Latinos and Native Hawaiian/Pacific Islanders.

Undergraduate Population	SoB Cohort N	University	SoB	Variance
Non-URM	215	79.2%	81.4%	2.2
Total	225	77.5%	81.4%	3.9
<b>Fall 2011</b>		<b>Cum. Graduation Rates After 4 Years</b>		
URM	10	30.1%	30.0%	0.1
Non-URM	182	51.6%	47.8%	3.8
Total	192	47.8%	46.9%	0.9
<b>Fall 2009</b>		<b>Cum. Graduation Rate After 6 Years</b>		
URM	14	50.6%	78.6%	28.0%
Non-URM	200	73.7%	72.0%	1.7%
Total	214	70.7%	72.4%	1.7%

Note: F = Favorable Variance, U = Unfavorable Variance

Table 11 below details the number of degrees conferred during the reporting period for the five undergraduate SoB disciplines as well as the graduate MBA degree. The number of degrees awarded has increased due to the overall growth in the SoB. Degree completions for Spring 2016 have not been finalized and are not included with the Fall 2015 numbers.

Table 11: Degree Completions (Fall 2011 through Fall 2015)

Degree	2011-2012	2012-2013	2013-2014	2014-2015	Fall 2015
BS Accounting	77	75	95	98	43
BS Economics	27	36	36	42	18
BS Finance	94	119	128	168	72
BS Management	135	133	152	155	51
BS Marketing	100	118	130	139	51
<i>Total Undergraduate</i>	<i>433</i>	<i>481</i>	<i>541</i>	<i>602</i>	<i>235</i>
MBA	28	24	22	40	22

The Twardowski Career Development Center (CDC) houses the Ram Career Network, where prospective employers list their employment opportunities. The CDC provides services and programs that actively engage students, alumni and employers. Career Counselors aid students by reviewing resumes, cover letters and other documents in order to help maximize the impression they make on potential employers. The CDC hosts career fairs that provide numerous opportunities for WCU students and alumni to network with employers, hiring managers and other alumni. In the 2015/16 academic year over 3,400 full and part time jobs were posted on the Ram Network as well as 777 internships. Students and alumni are active on the Network as evidenced by the 33,807 logins to the site.

Since the last report the CDC and Accounting Department teamed together and developed a targeted career fair specifically for accounting students – Meet the Firms Night. This event has grown each year and is highly successful. Over 200 students and 32 employers attended the Fall 2015 Meet the Firms Night.

Over 85 different businesses recruited our students through our Career Development Center during the 2015/2016 academic year (see Table 12 below). Many more prospective employers recruited outside the Center. As shown in Table 12 potential employers of the Accounting program use the CDC more than the other disciplines. We are encouraging employers in the other disciplines to use the CDC services so that we can better track “who” is hiring the SoB students. Worth noting is the Accounting program; which has seen a major increase in the number and quality of firms recruiting its majors. In addition, the Accounting program has been honored with a scholarship from The Tax Executive Institute over the past seven years.

Table 12: Sample of Employers of SoB Students by Discipline

Accounting	Economics	Finance	Management	Marketing
Barbacane Thornton & Co.	Enterprise Holdings	Chubb Group	Agilent Technologies	Enterprise Holdings
BBD	Fairman Group	Enterprise Holdings	Aramark	Northwestern Mutual
BDO	JPMorgan Chase	Fairman	Chubb Group	PLS Logistics
Belfint Lyons and Shuman	Kelmar	JPMorgan Chase	Conde Nast	Techtronic Industries
Chubb Group	KPMG	Kelmar	Enterprise Holdings	Vertex
CliftonLarsonAllen	McAdam Financially	KPMG	General Electric	Windsor Financial Group
Daniel Winters & Co.	Advanced	McAdam Financially	JPMorgan Chase	
Deloitte Touche Tohmatsu	Northwestern Mutual	Advanced	Kelmar	
Enterprise Holdings	PwC	Northwestern Mutual	Northwestern Mutual	
EY	SEI	PwC	PLS Logistics	
Fairman Group	Techtronic Industries	SEI	SEI	
Fenstermacher	Vertex	TE Connectivity	Techtronic Industries	
Fischer Cunnane	Windsor Financial Group	Techtronic Industries	Vanguard	
Grant Thornton		Vertex	Vertex	
Gunnip		Windsor Financial Group	Walmart	
Horty and Horty			Windsor Financial Group	
Kelmar				
KPMG				
Kreischer Miller				
Maillie				
Northwestern Mutual				
Novak Francella				
PwC				
Rainer & Co.				
Reinsel Kuntz Leshner				
Rothman Boylston				
RSM				
RW Group				
SEI				
TE Connectivity				
Techtronic Industries				
Torrillo and Associates				
Vertex				
Windsor Financial Group				
Wipfli				



### Admissions - Undergraduate Programs

Since our last report a number of changes have been made in Admissions and our Advising Structure. A prospective student's SAT score is still the primary barometer in judging the potential of the student. All new students and transfer students with fewer than 30 credits must have a combined SAT score of 1040 (reading and math) and rank in the top 40% of their high School graduating class. Admission requirements during the last CIR report were a combined SAT score of 1000 and rank in the 60<sup>th</sup> percentile or higher. Additionally, admitted freshman and new transfer students (who do not have math or writing credits) must complete the First-Year Placement Portal; which contains a Writing and Mathematics placement process

New students who want to earn a business degree must declare one of the Pre-business majors: Accounting, Economics, Finance, Management or Marketing. All Pre-business majors must

1. Complete eight Pre-business core courses with a C or better in each course: Principles of Macroeconomics, Microeconomics, Financial Accounting, Management and Marketing; Quantitative Business Analysis I (Statistics); College Algebra; and Brief Calculus;
2. Pass an Excel basic skills exam with an 88% or better;
3. Maintain a minimum cumulative GPA of 2.50; and
4. Complete at least 45 credit hours. These requirements must be met to be eligible to matriculate into any business major and to register for 300 and 400 level business courses. The same rules apply to all transfer students – both internal (those from within the University) and external (those from a non-WCU institution).

The SoB's mission to foster student development begins with responsive advising. Pre-business majors are advised by one of three course schedulers. These schedulers assist the students with selecting their general education requirements and making sure they meet all requirements to declare their career major. Once students declare their career majors, they are assigned an advisor who is a full-time faculty member in that major. The faculty advisor assists the students with the Business Core and Major course work as well as career advice.

### Admissions- MBA Program

After extensive review of the student body, consultations with faculty, business leaders, and alumni, a review of AACSB standards, and a competitive analysis of other AACSB Schools, the MBA program modified and strengthened its admissions requirements over the 2015-2016 timeframe. In order to gain full admission, a student must now earn an admissions score of 1,100 or above. The admission score is calculated as  $((\text{Cumulative GPA from highest degree earned} \times 200) + \text{GMAT Score})$ . Provisional admission is granted for scores of 1,000 or above. Students who are provisionally admitted must complete up to three MBA courses with a cumulative 3.0 GPA within one year of provisional admission. The courses are determined by the MBA Director based on the applicant's background. A student must earn at least a 460 on the GMAT (or an equivalent GRE score). This scoring format is significantly more restrictive than the prior admissions format because the program now uses an applicant's GPA in their last earned degree in order to calculate admissions scores. Previously, the program used an imputed GPA based on the applicant's last 60 earned credits – which was generally higher than the actual cumulative GPA. In addition, prior

to this change applicants needed to earn a 450 on their GMAT – thus the minimum acceptable GMAT score was raised 10 points. Last, the committee modified the baseline knowledge requirements for applicants in order to remain consistent with AACSB standards that presuppose that MBA students possess “general skill and knowledge” in business areas. Successful applicants now must prove competency in the prerequisite knowledge areas of Accounting, Economics, Finance, Marketing, Management, and Quantitative Business Analysis. Competency is demonstrated at the discretion of the MBA Director by prior coursework with a C grade or above in the Prerequisite Knowledge areas, by third party certifications, or by experience. Entrance requirements to the certificates are the same, but do not have GMAT requirements.

## Faculty

The Dean of the College of Business and Public Management is assigned an overall faculty complement and works with the Provost to distribute faculty lines to accomplish the mission. In order to understand the deployment of faculty resources at West Chester University, it is necessary to understand the TEAM model, which determines the faculty complement (full-time and part time) needed to reach the target given a target class-size ratio. For part-time temporary faculty, the Dean works with the Department Chairs in order to hire qualified faculty. All part-time faculty are first reviewed by the Department Chair in order to ensure they meet appropriate qualifications per the SoB intellectual contribution policy (see Appendix D for the full policy). They are then recommended to the Dean for hire in a given semester. Each year, the Dean works with the Department Chairs to determine whether there is a need for additional permanent lines based on retirements, resignations or growth. The Dean requests appropriate lines from the Provost who makes the final determination. This process has resulted in a net sixteen faculty lines since the last review period. Additional lines are expected in the next several years based on growth. Table 13 below summarizes the permanent faculty lines by Department over the past academic years.

Table 13: Detail of Permanent Faculty Lines by Area by Academic Year

AREA	11-12	12-13	13-14	14-15	15-16	16-17
Accounting	6	5	8	8	8	10
Business Law	2	2	2	2	2	3
Economics	8	9	11	10	11	10
Finance	6	6	7	8	7	9
Management	11	11	13	15	13	15
Marketing	5	5	5	5	7	7
Total	38	38	46	48	48	54
<i>Retirement/Resignations (ending in Spring of academic year)</i>	3	2	1	0	3	2
<i>New Faculty Lines</i>	3	2	9	3	3	8

Once the number of permanent faculty lines is approved by the Provost, the process of hiring is covered in the CBA, Article 11, pp. 21-24. Salary is tied to rank in the CBA and is considerably lower than comparable AACSB institutions. To recruit qualified faculty and be somewhat competitive in the marketplace the following strategies have been developed:

- Obtain APSCUF permission to hire assistant professors at step 13.
- Obtain the Provost's permission to hire at the associate professor level if appropriate.
- Establish a 3/3 teaching load for new faculty in their first year to provide more research time.
- Grant an automatic Summer Stipend for first-year faculty.
- Provide \$6,000 over a two-year period for research and faculty development.

All tenure-track faculty are evaluated on an annual basis during the first five years; which is considered the probationary period. Contracts are renewed annually based on the demonstration of satisfactory progress toward meeting the expectations of employment. Typically, new faculty members are expected to focus on teaching and their scholarly agendas in the first year. Service expectations are intentionally delayed to allow for this initial focus on teaching and scholarship. Renewal evaluations include class observations by peers, student evaluations, and formal written evaluations by a Department committee, the Department Chairperson and the Dean. The tenure and promotion processes are governed by CBA language.

The five-year evaluation process, as discussed above, leads into the tenure decision. The tenure decision is based on performance in the areas of teaching and professional responsibilities, intellectual contributions, and service. At the point of the fifth-year evaluation, faculty are contacted by the President of the University and invited to apply for tenure. Those who choose to apply are expected to submit a portfolio which includes their vita, their five annual evaluations, and their tenure reviews and recommendations from the Department evaluation committee and Department Chair. All portfolios are reviewed by the University Tenure and Promotion committee (TeP). The TeP committee is made up of nine faculty members elected from the various faculty constituencies. The members of TeP individually review the portfolios and, prior to completing their recommendations, invite tenure candidates for interviews. With all the information in hand, TeP forwards the committee recommendations to grant or deny tenure to the Provost and President.

The President and the Provost meet with the members of TeP to discuss the candidates. The President may decide to gather more information (e.g., have a conversation with the respective Dean). After collecting this input, the President renders tenure decisions.

In most cases, assistant professors who apply for tenure also apply for promotion, but this is not a requirement. The promotion recommendations are separate from the tenure recommendations, and promotion reviews are done by TeP after they send forward the tenure recommendations. Faculty who apply for promotion separately from tenure must notify the President of their intention four semesters prior to the promotion decision. This allows for teaching and peer evaluations to be compiled, as tenured faculty are not required to be evaluated annually per the CBA.

The promotion review process is similar to the tenure review in that the Department evaluation committee and the Department Chair make independent recommendations. However, in promotion decisions, the Dean writes separate recommendations and only the President meets with TeP as the Provost also writes a separate recommendation. The promotion policy is clearly prescribed in the CBA and in a local agreement that details the process. The promotion decision is based on performance in the areas of teaching and professional responsibilities, intellectual contributions, and service with weights applied in those areas. The weights that are applied in the School of Business are 50% teaching, 35% continuing scholarly growth (intellectual contributions) and 15% service. Although faculty have the option per the CBA to change these percentages after tenure, the SoB faculty have collectively committed to maintaining these weights as they reflect the mission. They send a clear message that teaching is the primary focus of the institution but that intellectual contributions are also significant.

### Faculty Sufficiency and Qualifications

The SoB deploys qualified faculty to ensure successful achievement of the mission. Both participating and supporting faculty are utilized to meet this goal. All permanent faculty are considered participating faculty members as they engage in teaching, research and service per their expectations of employment. Also, per the Collective Bargaining Agreement, all permanent faculty are required to engage in the governance of the curriculum and Department. Non-permanent faculty who teach a few classes each semester are considered supporting faculty. In some cases upon approval by the Dean, a non-permanent faculty may teach a full-load of classes if there is a need for additional full-time replacement. These are typically due to replacement of a faculty member who is on sick or sabbatical leave or if there is a faculty vacancy/search in the Department. In these exceptional cases, the temporary faculty are considered participating. Faculty sufficiency by Department for the 2015-2016 year is detailed in Table 14 below. The SoB met all requirements for participating and supporting faculty with at least 60% of the faculty as participating in each degree area and is within one percentage point of having 75% of faculty participating at the college level.

Table 14: Faculty Sufficiency Summary Benchmarks for 2015-2016

Degree	Participating	Supporting	Total	% Taught by Participating
Accounting	68	31	99	68.69%
Economics	62	33	95	65.26%
Finance	45	16	61	73.77%
Management	84	22	106	79.25%
Marketing	45	11	56	80.36%
Master of Business Administration	23	0	23	100.00%
<i>College Totals</i>	<i>327</i>	<i>113</i>	<i>440</i>	<i>74.32%</i>

The SoB has also deployed faculty who are appropriately qualified in accordance with the mission. Policies related to the definitions of scholarly academic, practicing academic, scholarly practitioner and instructional practitioner are located in Appendix D. The Faculty Qualification Standards define the four categories of academic qualification and detail both the initial academic preparation and the sustained engagement activities that must be obtained by each category: Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) and Instructional Practitioners (IP). A point system is used where faculty must earn nine points over five years to be qualified as SA or SP. Six of the nine points must be from Level 1a publications (worth three points each), which includes journal articles with a 50% acceptance rate or lower, a book, and/or cases. Similarly, for faculty to be IP or PA qualified they must earn four points (over five years); three of which must come from Level 1c as defined in Appendix D. Examples of faculty activities include work experience, consulting activities, publications, maintaining licensures (i.e., CPA, CFA), obtaining new licensures, board participation, delivering speeches, or conducting seminars.

The SoB meets all faculty qualification indicators by Department and the college overall except for the overall number in Economics. The detail of each area and the college overall is presented in Table 15 below. The overall number in Economics is slightly below 90%, however, one of the two full-time faculty members who were not qualified in this area retired in May and there will be a search for a replacement during the upcoming academic year. In the coming year, this position will be replaced by temporary faculty who are instructional practitioners and then replaced permanently by a scholarly academic. Moving one full-time equivalent to any of the other designations will push the total number of qualified faculty in Economics above the 90% minimum requirement.

Table 15: Faculty Qualifications Summary Benchmarks for 2015-2016

Department / Discipline	Full-Time Equivalents						Faculty Qualifications Indicators **		
	SA	PA	SP	IP	Other	Total	SA <sup>(40%)</sup>	SA+PA+ SP <sup>(60%)</sup>	SA+PA +SP+IP <sup>(90%)</sup>
Accounting	7.07		2.00	5.13		14.20	49.79%	63.87%	100.00%
Economics	9.88	.88		2.88	2.00	15.64	63.17%	68.80%	87.21%
Finance	6.57	0.13		1.88		8.58	76.57%	78.09%	100.00%
Management	9.11		1.00	4.38	1.00	15.49	58.81%	65.27%	93.54%
Marketing	6.86			2.38		9.24	74.24%	74.24%	100.00%
MBA	5.61					5.61	100.00%	100.00%	100.00%
<i>College Totals</i>	<i>45.10</i>	<i>1.01</i>	<i>3.00</i>	<i>16.65</i>	<i>3.00</i>	<i>68.76</i>	<i>65.59%</i>	<i>71.42%</i>	<i>95.64%</i>

The mix of instructional practitioners and scholarly academics is balanced somewhat at the undergraduate level. This allows students the opportunity to interact with working professionals as well as content experts in the field. As the program's growth stabilizes in the next couple of years, the reliance on instructional practitioners will drop somewhat due to the institutional commitment to permanent tenure track hiring. In the MBA program, the SoB purposely focused on utilizing faculty who only have terminal degrees and are considered scholarly academics to ensure quality of the new curriculum. A complete breakdown of qualification status by degree level is detailed in Table 16 below.

Table 16: Deployment of Members by Qualification Status for Degree Programs (2015-2016)

Degree Level	Academic		Practitioner		Other	Total
	Scholarly [SA]	Practice [PA]	Scholarly [SP]	Instructional [IP]		
Bachelor	62.53%	1.60%	4.75%	26.37%	4.75%	100.00%
MBA	100.00%					100.00%
Totals:	65.59%	1.47%	4.36%	24.21%	4.36%	100.00%

### Professional Staff

The School of Business is resourced with two Department secretaries and three course schedulers. The Department secretaries support the faculty and the Department Chairs. The course schedulers meet with all first and second year Pre-business students each semester in order to ensure that the students know the prerequisites to successfully declare the major. In addition, there is a manager who oversees the course schedulers and organizes scholarships for the college and internships for the School. As part of the block grant process, funding for an additional course scheduler (one of the current four) was obtained due to growth. In the upcoming year, funding for additional Department staff support has been obtained through the block grant process.

The MBA program is resourced with a secretary and a program coordinator. The program coordinator is a new position that was added since the prior reporting period to accommodate the growth in this program. The coordinator works with the MBA Director to respond to all inquiries and help students as they apply for admission to the program.

The Dean's office has a receptionist, two administrative assistants, an Assistant Dean for Budget and Human Resources and an Associate Dean. One of the administrative assistants and the receptionist are new positions that were converted from a manager position that was vacated due to a retirement. In addition, a Communications Director has been temporarily hired to help with all of the communications of the School of Business. The permanent position funding has been requested and approved through the block grant process. Temporary dollars for the position will be given to the college to support the position next year and the base funding will be available starting in Fall 2017.

Per the Collective Bargaining Agreement, the Provost holds professional development funds for all non-managers. There is a process by which all non-management staff can apply for funds to be used for any type of development activity throughout the year. The President and Cabinet have also authorized a Manager Professional Development Program. The manager professional development funds are similar to the faculty development funds in that they are provided on an annual basis. This program provides non-represented managers with up to 2% of their annual salary in supplemental funding to support work-related activities or materials which are to enhance the individual's professional growth and development. Examples include conferences, travel, courses, software, enrichment, supplies, equipment, and/or office furniture.

## **Learning and Teaching**

Assurance of learning is an integral part of the academic environment in the School of Business the College of Business and Public Management and the University. Outcomes assessment is not an “activity” that is completed once. Instead, all Departments work to maintain a culture of assessment that ensures continuous improvement, and their efforts to date have been largely successful. Currently, all programs have articulated learning goals and at least two measures for each goal, including at least one direct measure.

### ***Assurance of Learning – Committee and Process***

The Associate Dean coordinates all assurance of learning efforts for the College. In support, the University allocates one three-hour course release to an individual faculty member in each program for this effort (total yearly replacement cost is approximately \$60,000). Further, coordinators are encouraged to attend assessment-related activities at the University and those supported by AACSB and Middle States. While Department coordinators ensure that Department-level assurance of learning activities occur, the two program committees oversee the undergraduate core and the MBA assurance of learning efforts.

The Department Assurance of Learning Coordinator is responsible for management of all assurance of learning activities within that Department's degree program and collaborates with faculty to ensure a smooth transition between business core and Department goals. Specifically, the coordinator ensures that assessment efforts meet appropriate accreditation criteria, reports assessment activities on TracDat and SEDONA (the University's and School's database and reporting systems), and acts as a liaison with the University's general education committee. Each year, the coordinator submits an alternative workload assignment form with the signed copy of the policy stating that they understand these duties. The policy clearly details all procedures that must be followed each semester. See Appendix G for a copy of the CBPM Assurance of Learning Policy.

In the Fall semester, coordinators meet with the Associate Dean as necessary to discuss each Department's progress relative to assurance of learning goals. In addition, they work with the Department Chair to arrange a Department meeting in which they discuss results from the

previous year. They add all rubric results from the previous Spring semester to SEDONA and narratives about results and feedback loops to TracDat. Each Department coordinator verifies all relevant syllabi every Fall to ensure that learning goals and general education goals are appropriately reflected and collects relevant assurance of learning items from the appropriate classes. The coordinators meet as a group at least once during the semester to resolve any problems that have occurred relative to assurance of learning.

In the Spring semester, all coordinators again meet with the Associate Dean as necessary to discuss the Department's progress relative to goals. All results from the Fall are added into TracDat and SEDONA. In addition, syllabi are checked for relevant learning goals. The Department faculty work together to collect assurance of learning data from their Spring classes. The coordinators again meet as a group at least once during the semester to resolve any problems that have occurred relative to assurance of learning.

In addition to the college process, the coordinators work to ensure that all University assurance of learning efforts are met. Each year the University's Teaching, Learning and Assessment Committee (TLAC) evaluate all programs through the use of an institution-wide rubric. The rubric is not used to evaluate program results related to outcomes but to ensure core elements of student learning assessment are included in each program's assurance of learning plan. For the last three years, all program assurance of learning plans were evaluated annually using the rubric. Programs are provided independent feedback to document strengths or suggest ways they can improve their ability to demonstrate student learning outcomes. Scores representing the quality of the plan's components are reported annually in the form of heat map charts for all constituents to see and are posted on the TLAC website. The 2015-2016 academic year heat map for the School of Business programs is shown below in Table 17 below. All business programs received the highest rating (4) on all components of the assurance of learning plans.

Table 17: Assurance of Learning Results University Rubric

Program	Outcomes	Curriculum Map	Type of Measure	Rationale for Measure	Criteria for Success	Results	Action Plans
Accounting	4	4	4	4	4	4	4
Economics	4	4	4	4	4	4	4
Finance	4	4	4	4	4	4	4
Management	4	4	4	4	4	4	4
Marketing	4	4	4	4	4	4	4
MBA	4	4	4	4	4	4	4
<i>Overall</i>	4	4	4	4	4	4	4

In recent years, all programs have followed the above procedure every semester. While Department results are shared at meetings each year, more emphasis is currently being placed on dissemination of results to students and other stakeholders and on integrating general education results into the programmatic goals. Assurance of learning is discussed each month at the College Chairs' meeting so that everyone is aware of the importance of this effort.



## ***Undergraduate Assurance of Learning (ACC, ECO, FIN, MKT and MGT)***

Students who graduate with a BS degree in Accounting, Economics, Finance, Management, and/or Marketing will be able to:

1. Understand basic business concepts and theories;
2. Understand how globalization influences an organization and its stakeholders;
3. Understand how diversity influences an organization and its stakeholders;
4. Understand the importance and consequences related to ethical decision-making;
5. Critically analyze and solve a business problem through the appropriate acquisition and evaluation of information;
6. Use quantitative methods and technology to analyze business problems;
7. Effectively interact with others as part of a team; and
8. Make effective oral and written presentations.

Assurance of learning at the undergraduate core level is completed by the Undergraduate Program Committee. Since the core comprises classes across the four Departments, the committee is responsible for assurance of learning activities that occur in any of those common classes. By overlapping the assessment at the core level and Department level, all learning goals are covered with a two measure minimum. Responsibilities of this committee also include review of the undergraduate curriculum to determine whether the coverage is appropriate and timely. The committee comprises all Department Chairs and at least one faculty representative from each Department. The committee has been active in assurance of learning over the past five years, and a summary of the accomplishments appears below. For a complete list of the all of the assurance of learning outcomes and resultant closing of the loop, please see Appendix H.

Each semester, the undergraduate program committee reviews the results of the measures of assurance of learning in an effort to determine how to improve the outcomes. The processing and reporting of assurance of learning data for the business core is facilitated by the chair of the Undergraduate Program Committee. The Department Chairpersons and faculty representatives take the results back to their Departments for further review. This Departmental review is in addition to the review of each major-specific assurance of learning plan. Changes are ongoing as a result of the continuous improvement process.

Although students have exceeded the goal for the past several years related to the Excel exam, the committee has decided to enhance the complexity of the application of Excel in the core courses in business statistics. This is a result of the increase in demand from business (per the advisory council) to ensure students have a more robust skill set in this area. Likewise, Departments have sought to reinforce the use of Excel by requiring it in at least one upper division course in each major in addition to the requirements in our core statistics courses. Also, the committee has decided to find a more robust exam that is more challenging for students. Finally, the committee will put forth a University curricular change process next year in which the second statistics course within the business core (offered in the Economic Department) will be repurposed and renamed to Business Analytics. Accordingly, the first statistics course will be

revamped to include relevant topics from the old statistics I and II courses (the statistics courses were formally termed Quantitative Business Analysis I & II).

In response to data identifying source credibility and proper citing techniques as areas of difficulty for some of our students, the Departments have agreed to provide links in our upper division courses to Purdue University's Online Writing Lab, which provides a standardized format for citations as well as other helpful information (<https://owl.english.purdue.edu/owl/>) to.

Students have tended to performed all little below standards in the Business Competence Exam for the past several years. Each year, the committee has adopted a number of different strategies (see Tracadat results), while the results have improved slightly, no significant change was found. Data obtained from focus groups and a student survey suggests that the exam needs to be properly incentivized in order for students to take it more seriously. In addition, some of the items on the exam are problematic due to reliability and validity concerns. The committee is currently exploring alternatives to this exam and intends to pilot test a new standardized instrument in the upcoming year.

Over the past several years, student ratings are excellent in terms of academic advising. However, the quality of career advising was identified as an area needing improvement. In response, the committee decided to work in partnership with the career development center to provide a mandatory orientation meeting for all business majors as well as to ask Departmental advisors to engage with advisees in career planning discussions during advising appointments. The Management Department has implemented a new course in Career Management that addresses some of the long term career planning issues identified as important to our students.

### Accounting Assurance of Learning

Student assurance of learning results in the accounting Department have been mixed over the review period. Expectations have been consistently met on some components of the program and disappointing on others. For a complete list of all closing the loop activities in the Department please see Appendix H. Students meet expectations in writing and globalization (where they must write a brief paper and have it published), information literacy (where they must research tax and financial issues on the IRS website and the FASB Codification database and evidence their research), and team activities (where they must prepare and present cases to a class of their peers). The Department's approach to these components has been to increase the rigor of the assignments on a test basis where appropriate. The Department plans to evaluate the writing assignments by rubric. Furthermore, team presentations in one class were observed and evaluated by a three judge panel of accounting professionals from the business community.

The results of the knowledge component of assurance of learning have been the most disappointing. Although the results of some semesters are better than others, the assurance of learning results, generally, do not meet expectations. In response to these results the Department has implemented various changes. First, in-class time has been increased on certain topics. Second, there has been a review of questions to be certain they are testing basic knowledge and are not written in forms that require a cognitive level above that required to

demonstrate basic knowledge of a concept. Finally, the Department is utilizing classroom assessment techniques (CATS) to provide feedback on both what is being learned and how it is being learned. CATS are simple, formative assessment tools designed for use in the classroom to obtain immediate feedback from students on what they learned or what teaching strategy and method was successful before the results of summative examination scores. Although the impact of these changes has yet to result in improved knowledge scores, the Department is continuing the use of CATS to better understand how and what our students are learning.

#### Economics Assurance of Learning

The Economics program is actively involved in an assurance of learning program and committed to a continuous improvement process. The program has frequently met or exceeded performance goals. The Economics program has taken several steps in reforming the curriculum in a way that continuously encourages students' learning in both economics and finance programs. For a complete list of all closing the loop activities in the Department, please see Appendix H. The Economics program heavily emphasizes the role of technology and quantitative methods in lower and upper level classes. Coverage of Quantitative Business Analysis was expanded to include more technology-based assignments and the use of various software packages. The faculty teach Excel in all parts of the course, and introduce students to additional software such as SPSS, a statistical package used in most business programs and also social sciences. Coverage of 300-level classes have been expanded in the past years to include more quantitative projects to encourage the use of statistical skills and Excel throughout the program. Further, the program recently reformed the Business Analysis classes to include visualization tools for displaying and describing data, evaluating decision making in risk management, identifying data mining approaches, in addition to analyzing multiple regression and forecasting models. The faculty is considering teaching several other software packages such as SAS, R, Stata and E-views along with Excel and SPSS depending on the needs of all business majors.

To collect more data on basic knowledge outcomes, the program started administering the micro and the macro TUCE exams (Test of Understanding in College Economics) in addition to the Common Departmental Exams. TUCE allows the faculty to see a detailed report of students' knowledge of the basic concepts in comparison to other colleges in the US. Economics faculty continues to support the students' development in written and oral communication skills. The faculty work closely with the students and encourage them to present their projects in the Eastern Economics Association's (EEA) annual conference. An increasing number of students have attended and presented at the EEA. Some of them have continued to publish their work in peer-reviewed journals.

#### Finance Assurance of Learning

The Finance program faculty has met regularly each semester to discuss and analyze the assurance of learning results. To improve the student learning process, the faculty developed different ways to close the loop. For a complete list of all closing the loop activities in the Department, please see Appendix H. For example, to meet the written presentation goal, the faculty agreed that they need to explain rubrics clearly, give more details in class, and provide sample projects for correct formats such as citations, table of contents, section headings, etc.

Writing Center staff will be invited to class and online writing resources will be provided to students. Some faculty have agreed to implement a more rigorous revision process for written student works so that students will not only improve their written products but improve the processes by which they produce these products. To meet real world needs, the writing assignments will focus more on practical real-world issues than on academic topics. Another example for improvement is Excel skills. As employers demand more Excel skills from students, all Finance majors are encouraged to take Financial Analysis Using Excel to learn it in more depth. The faculty assign Excel assignments in almost every finance course within the curriculum to ensure continued use of Excel by our students. To improve students' quantitative skills, the faculty agree to assign more in-class practice problems to help students retain their skills throughout the program. In the capstone seminar course, students are further exposed to practical cases and current events/topics in order to apply their quantitative skills and basic finance concepts to real world scenarios. For students to be more exposed to international finance concepts, current news and real-world events are discussed throughout the course.

### Management Assurance of Learning

The Department of Management continues to participate in an ongoing assurance of learning program. Although the Department has frequently met or exceeded performance goals, the "continuous learning" philosophy has resulted in curricular reforms in most courses. For a complete list of all closing the loop activities in the Department, please see Appendix H. The Department provided students with additional case examples, article critiques and performance rubrics to determine credibility of information sources and appropriate strategies for citing source information. Coverage in courses pertaining to global business was expanded to focus more on the Middle East and Africa by additional assignments and focused class discussion. Coverage of Business Ethics was expanded by implementing timely and relevant case examples that reflect the complexity of ethical dilemmas experienced by managers in the areas of corporate governance, corporate social responsibility and ethical decision making. Further, the Department expanded the means of analyzing these issues to include a variety of philosophical and legal perspectives as well as stakeholder differences in perceived ethics.

The Department examined student business literacy through both the Business Concepts Exam as well as focus groups and surveys to understand the root causes of low performance on the exam. It was concluded that performance would be enhanced through better integration of courses through the management curriculum along with the development and distribution of a study guide for the exam. In addition, the Department implemented a greater number of experiential learning opportunities to reinforce managerial concepts as well as to provide students with an opportunity to apply managerial tools in the field. Also, the Department provided students with rubrics identifying best practices in presenting and writing with measurable benchmarks. Last, practice sessions in the Senior Seminar class were implemented to provide students additional opportunities to present, critique their performance and to provide second drafts of important project reports.

### Marketing Assurance of Learning

Assurance of learning in the marketing Department has continued over the past five years with the goal that 75% or more of the students reflect satisfactory achievement for nearly every required Department learning outcome. While substantial changes have occurred with regard to individual classes in the marketing curriculum over the five years (please see Appendix H for a list of complete results of closing the loop efforts), the Department sought to update its curriculum this past academic year and successfully adopted a major curriculum revision.

The Department's new curriculum, which is slated to be implemented in Fall 2016, was the result of analyzing peer, competitive, and aspirant Schools while balancing the needs of students with regard to specific skill deficits. Finally, the Department's new curriculum allows substantially more flexibility for students to customize their degrees to meet their individual needs and career goals while simultaneously maintaining the development of critical core marketing knowledge.

### ***Master of Business Administration (MBA)***

The SoB Master of Business Administration (MBA) relies on the following student learning goals and objectives to assess its program.

The WCU MBA program provides businesses and non-profits with managers who are able to:

1. Critically analyze and identify business problems and opportunities;
2. Use quantitative methods and technology to support problem analysis and decision-making;
3. Use and communicate information to influence an organization;
4. Build teams, empower colleagues, and motivate subordinates within an organization;
5. Integrate decision-making across all business functions to develop effective strategies; and
6. Understand the importance of ethical decision-making.

These skills and abilities are achieved within the following Learning Goals of the WCU MBA:

1. Communication Skills - Students should be able to communicate business information;
2. Knowledge - Students will understand basic business terminology and concepts;
3. Information Literacy/Critical Thinking - Students will be able to critically analyze and identify business problems and opportunities;
4. Teamwork - Students will be able to build teams, and motivate subordinates within an organization;
5. Ethics - Students will be able to understand the four areas of business ethics - social responsibility, corporate governance, ethical decision making and ethical leadership;
6. Business Tools and Processes - Students will be able to use business tools and processes to support problem analysis and decision-making;

7. Decision Making - Students will be able to integrate decision making across all business functions to develop effective strategies; and
8. Satisfaction - Students will exhibit an overall satisfaction of the program, the teaching methods utilized and advising

A structure similar to that at the undergraduate level exists at the MBA level to maintain assurance of learning efforts. The MBA Program Committee evaluates the MBA curriculum and its assurance of learning process. The committee also reviews the MBA curriculum to determine if the coverage is appropriate and timely. Chaired by the Director of the MBA program, the committee comprises all Department Chairs and at least one faculty member from each Department who is teaching classes in the program. A summary of the assurance of learning activities and accomplishments appears below. For a complete list of all goals and closing the loop activities relating to assurance of learning, see Appendix H.

In response to input from meetings with MBA alumni, the Dean's Business Advisory group, previous assurance of learning and market research, the MBA curriculum and delivery method were substantially changed over the past years. The changes are intended to address trends in the business profession with particular emphasis on innovation, globalization and cross-discipline integration.

The first change occurred in Spring 2012. Prior to Spring 2012 the MBA program was structured with four 10-week terms per year with in-class meetings once per week from 6-10pm. There were no hybrid courses and a limited online presence in the program. The Committee researched the market (student needs and competing programs) and determined that a move to 8-week terms, offered five times per year, would better serve the students and better fit the overall scheduling and advising flow of the University. Thus, a schedule of 8-week terms – Fall 1, Fall 2, Spring 1, Spring 2 and Summer – was implemented. Courses were offered in both hybrid and online formats. Online courses were offered asynchronously over a 7-week period with an available 8<sup>th</sup> exam week. Hybrid courses were offered over the same periods, with a weekly classroom meeting from 6-9pm and the balance of the course materials offered online. No fully face-to-face courses were offered after Fall 2011, with 2012 to 2016 the program offerings delivered solely through online and hybrid courses. The online program is currently ranked in the top 100 online programs by U.S. News and World Report. At present student demand related to the program's ranking has led the program to begin a phased transition in order to offer its courses exclusively in the online format. This transition is accomplished by phasing out the hybrid courses and increasing offerings in the online format. The transition is expected to be complete by Spring 2017.

The second change that the Program Committee considered was a comprehensive reevaluation of the MBA curriculum. The Committee discussed potential program structure, curriculum content, and industry trends based on student feedback, faculty feedback, and research into other MBA programs. The Committee reviewed: the program's mission and objectives; accreditation guidelines provided by the AACSB; increased market demand for 100% online programming; and over 100 other AACSB accredited MBA programs. The committee identified

an increased interest from the student body in 100% online offerings, and a corresponding decreased interest in hybrid offerings. The committee further identified a trend among at least 100 other accredited AACSB programs towards both simplification of their course offerings and a move to 30-credit, streamlined programs, especially among part-time MBA programs that cater to working adults. The Committee convened several School-wide meetings of faculty in Spring 2015 in order to present their findings, to solicit feedback, and to refine their proposals. The program also solicited input from MBA alumni, business leaders, and the Dean's Business Advisory group. As a result of this process, and after University approval, in Fall 2015 the MBA program implemented a flexible, dynamic curriculum that exposes students to the core business topics needed to be successful in a global business environment, while also presenting options for acquiring more specialized knowledge. The program was revised from a rigid 34 credit program with one elective to a 30 credit program with three electives that better reflects industry trends, student needs, and other AACSB MBA programs. The new program includes 21 credits (7 courses) of required core courses and 9 credits (3 other courses) based upon the individual student's interest in specialized knowledge. All of the courses are now under the "MBA" prefix. Previously, courses had prefixes indicating their host Department, rather than the program. See Table 18 below detailing the new MBA program guide.

Table 18: New MBA Program Guide, Including Certificates and Electives:

MBA Core-level Courses - 21 Credits – Required	
1.	MBA 601 (ACC601) Strategic Cost Management #
2.	MBA 602 (FIN 601) Financial Analysis & Valuation * ^
3.	MBA 603 (MGT 604) Global Operations & Supply Chain Management #
4.	MBA 604 (MGT 611) Components of Effective Leadership* #
5.	MBA 605 (MGT 614) Business, Society & Environment
6.	MBA 606 (MKT 605) Innovation & Marketing Strategy* ^
7.	MBA 699 (MGT 699) Strategic Management & Planning
MBA Elective Courses - 9 Credits – Choose 3 Courses	
1.	MBA 610 (BLA 501) Law & Ethics in the Business Environment*
2.	MBA 611 (MGT 652) Entrepreneurship & New Venture Creation*
3.	MBA 612 Entrepreneurship Strategy*
4.	MBA 613 (MGT 661) Globalization & Management
5.	MBA 614 (ECO 611) International Trade & Finance
6.	MBA 615 (ECO 650) The Economics of Health Care & Analytics
7.	MBA 616 (MGT 618) Applications of Project Management #
8.	MBA 617 (MIS 601) Business Information Systems ^
9.	MBA 618 Project Quality Management #
10.	MBA 619 Business Analytics ^
11.	MBA 620 Business Forecasting ^
12.	MBA 621 (MBA 644/MKT 603) Business Research & Analysis

\* Entrepreneurship Certificate

# Project Management Certificate

^ Business Analytics Certificate.

The third change that the Committee introduced offered graduate certificates as an option within the MBA program. Prior to Fall 2015 the MBA program only offered one three credit elective in a student's degree plan. This severely limited students' choices within their degree plan and discouraged exploration of other areas of interest. The revised curriculum raises elective offerings to nine credits within the degree plan. The additional electives permit students to further explore other areas of interest while achieving greater scheduling flexibility. At present the program offers three graduate certificates that may be taken concurrently with the MBA program: Business Analytics, Project Management, and Entrepreneurship. Students do not need to select a certificate to fulfill their elective slots. Instead they may elect to take an eclectic mix of three electives in their areas of interest. Each certificate consists of three specific elective courses, and several core courses. The program selected these certificates after successive and repeated meetings with industry leaders, input from meetings with MBA alumni, the Dean's Business Advisory group in order to identify industry needs. The certificate requirements are listed in Table 18 above.



The forth change to the MBA program relates to the program's assurance of learning processes. Prior to the recent curricular changes the program had a vigorous assurance of learning process that was facilitated by a standardized curriculum. That curriculum helped to streamline the assurance of learning process by allowing the MBA program to use common measures for all students. Business knowledge was measured using exam questions, and results were discussed with the appropriate faculty. In some cases, questions were changed to better reflect the learning goals and the content covered in a course. In other cases, instructors indicated they would devote more effort to covering a specific topic in which students scored low. When the new program was discussed and implemented, the Committee dedicated itself to continuing this process, and to improving on it where possible. The Committee began at the School's mission, the objectives and learning goals of the MBA program, and then identified what core courses (common to all students) best reflected those same goals for assessment. In Fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and implemented the process in Spring 2016. See Table 19 below for the assurance of learning methodology. Results for the new curriculum will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop on the new curriculum. Core courses are shown below, although elective courses practice these outcomes as well. An EBI Survey administered to graduating students measures knowledge and satisfaction. Every outcome is assessed at least twice. For a complete look of the past five years of assurance of learning and closing the loop at the MBA level, see Appendix H.

Table 19: MBA Assurance of Learning Methodology

Outcomes	601	602	603	604	605	606	699	EBI Survey
Communication Skills	B	B	B	B, C	B	B, C	B	
Knowledge	B	B	B	B	B	B	B, C	C
Information Literacy / Critical Thinking	B, C	B, C	B	B	B	B	B	
Teamwork	—	—	B	B, C	B	B, C	B	
Ethics	B	B	B	B	B, C, C	B	B	
Business Tools and Processes	B	B, C	B, C	—	B	B	B	
Decision Making	B, C	B	B, C	B	B	B	B	
Satisfaction								C

Legend: (A)-Introduced, (B)-Practiced, (C)-Assessed. Students in the MBA program are accepted with the understanding that they have the basic skills in the above areas, thus introduction of the skills are not needed at this level.

## Academic and Professional Engagement

Consistent with its mission the SoB provides students with experiential learning opportunities. Experiential learning engages students by using real world business case studies, guest lectures by business leaders, field trips, practice sets, Excel and other business tools projects, case competitions, as well as service learning and internship opportunities. These academic and professional opportunities are mission centric in that they allow students to develop valuable skills, knowledge and competencies, while strengthening the communities in which they participate. The SoB believes that internships are highly advantageous to the student learning experience and are often the source of permanent job offers. Table 20 provides the number of undergraduate student internships by Department over the reporting period.

Table 20: SoB Internships by Department

Department	2011	2012	2013	2014	2015
Accounting	79	88	77	89	101
Economics/Finance	26	31	30	20	32
Management	35	31	39	42	59
Marketing	60	83	81	97	54
Total Internships	200	233	227	248	246

The SoB values and supports student honor societies and clubs. Many of the activities performed by the student organizations are also experiential learning opportunities. The organizations and some of their activities are described below.

#### Academy of Management and the American Management Association

Sigma Iota Epsilon (SIE) is the National Honorary and Professional Management Fraternity of the Academy of Management and the American Management Association. The honor society performs numerous hours of community service each year. The major fundraiser has been a 5K (held Spring 2014, Spring 2015 and planned for Spring 2017). The recipient of the fundraising efforts has been Horse Power for Life, an organization that helps cancer patients and their families via horsemanship training. To date we have raised \$6,000 for Horse Power for Life. Other important fundraisers have been the selling of boxes of Hersey's candy bars (Spring and Fall 2013) and Yankee Candles (Fall 2014 and Fall 2015). Members of SIE also served on the CBPA Dean Search Committee in 2014.

#### The Accounting Society

The Accounting Society of West Chester University is an organization whose mission is to provide informational sessions and networking opportunities mainly to prepare first-year and sophomore accounting students for internships and post-college employment. The Society is dedicated to helping students achieve their academic and career goals by providing information that includes but is not limited to what classes to take, how to reach the 150 credits, and how to prepare for

the CPA exam, internships and interviews.<sup>2</sup> Membership is open to all accounting majors and Pre-business majors.

### The American Marketing Association

The American Marketing Association (AMA) at West Chester University strives to give its members many benefits including but not limited to internship opportunities, networking events and advice, resume building skills, community service skills and hours. Members also have the opportunity to attend events sponsored by the Philadelphia American Marketing Association. Additionally, the AMA officers serve as Ambassadors for the Marketing Department on WCU Acceptance Days.

### Beta Alpha Psi

The primary objective of Beta Alpha Psi (BAP) is to encourage and give scholastic recognition, provide opportunities for self-development, and encourage a sense of ethical, social, and public responsibility. Activities are coordinated and designed outside the classroom to supplement a student's education. During the past year 724 hours of community service were performed by the members. These activities included: Project HOME in Philadelphia, partnering with the West Chester Friends Association to fight homelessness, bagging lunches for St. Agnes Church, making blankets for the Children's Hospital, raising money for student scholarships, and adopting a Block in the West Chester community. Included in these service hours are approximately 190 hours of tutoring for Pre-business students taking Financial and Managerial Accounting.

Professional activities include various notable events: Meet the Firms Night, where students made business connections with numerous firms; the Tax Executive Institute meeting, where member Giovanna DeAngelo received a scholarship; the PWC and KPMG Case Competitions, where students analyzed case studies and competed against one another; Beta Alpha Psi's Regional Conference; and West Chester's First Annual Spring "Learn From the Firms Night" where members learned how to prepare for interviews at Meet the Firms Night in the Fall.

The WCU Nu Zeta chapter of BAP received the Distinguished award from the National Organization during their petitioning year 2012-13. In each of the following years 2013-14, 2014-15, 2015-16 the chapter received and maintained Superior Status.

### Beta Gamma Sigma

Beta Gamma Sigma (BGS) is the International Honor Society serving business programs accredited by the Association to Advance Collegiate Schools of Business (AACSB). Being a member of BGS gives a business student the highest recognition anywhere in the world. The mission of the society is to encourage and honor academic achievement in the study of business, to cultivate and celebrate leadership and professional excellence, to advance the values of the

---

<sup>2</sup> The 150 hour program in accounting is the required number of credit hours a student must have to earn their license to practice after they've passed the CPA Examination. In the state of Pennsylvania, a student may sit for the CPA exam after they've earned 120 credits (where 36 must be accounting, tax, audit, law, economics and finance) and graduated.

Society, and to serve its lifelong members ([betagammastigma.org](http://betagammastigma.org)). WCU applied for the honor society and was accepted by the Board of Governors of BGS in March 2016. Michael Guiry, Associate Professor – Marketing, will advise the chapter with its inaugural student scholars during Fall 2016.

### The Cottrell Center

The Cottrell Center hosts several activities that engage students professionally. Many of these activities take place during Global Entrepreneurship Week, a week of speaking events at West Chester University that are free and open to the public. Topics and speakers of the 2015 workshop included: How to Attract Venture Capital, International and Social Entrepreneurship, Chris Heivley – The Startup Whisperer, and Luke Beatty – President of Media Brands at AOL.

The Cottrell Center manages and promotes the PASSHE Business Plan Competition at West Chester University and offers assistance to those WCU students who wish to compete. In the 2015-2016 competition, twenty-one of the 114 submissions came from West Chester University. The Center, in partnership with the Keiretsu-Forum Mid-Atlantic and the WCU Foundation, also hosts the WCU Business Idea Competition. Last year's competition received 133 submissions from 174 participants at the "Idea Pitch," a live event that is part competition, part reception, and part ceremony. The event also offers students opportunities to network with alumni, regional business leaders, entrepreneurs, faculty, and administration to share their common passion for entrepreneurship.

### The Economics & Finance Society

The Economics and Finance Society of WCU (EFS) consists of highly motivated students interested in Economics, Finance, professionalism and business related topics. The Society's program committees offered several experiential opportunities over the reporting period. During the current year a ten-week stock trading competition was organized and completed in both the Fall and Spring semesters. Using MarketWatch, the competition was designed such that the contestants traded using the likeness of a TD Ameritrade account. Members were able to buy and sell stocks in real time, set limits, share investment strategies, report on sector trends, calculate portfolio financials, and experience firsthand the exciting world of trading. The competition was extremely successful and will be continued into the next academic year.

The EFS hosted several programs to better equip its members with the necessary skills and knowledge to succeed post-college. Guest speakers from JPMorgan, Vanguard, Northwestern Mutual, and PwC presented their summer programs and unique features of their organizations. Last, the club assists the tutoring program by offering tutoring and homework help on ECO/FIN courses at the 100-300 level.

A subcomponent of the Economics & Finance Society is the Alpha Epsilon chapter of the Omicron Delta Epsilon International Honor Society in Economics (ODE). Dr. Doorn (Associate Professor, Economics) has advised the ODE chapter for the past three years. Each year applications are

received from our students and they are vetted and submitted to the organization. Only select members are invited to become members of the Honor Society.

#### The National Association of Black Accountants (NABA)

The National Association of Black Accountants (NABA) is an organization committed to bridging the opportunity gap for minorities in accounting, finance, and other business professions. The mission of NABA is to address the professional needs of its members and build leaders that shape the future of the accounting, finance, and business professions. The goals of NABA include promoting and developing professional skills, providing opportunities for members to fulfill their civic responsibilities, and ensure long-term financial stability and provide resources to implement chapter, regional, and national programs.

The West Chester University chapter of NABA hosts programs to cultivate its members into well-rounded professionals. Community outreach is a large aspect of NABA. During the past year, members participated in approximately 100 hours of service activities including Project HOME in Philadelphia, Red Cross Blood Drive, American Cancer Society Relay for Life, Clean Up community service event at Everhart Park, West Chester University Sleep Out for the Homeless, AIDS Walk in Philadelphia and hosted an on-campus full day informational session for students from the Proverbs Ministry Group. In 2016 and 2015 the West Chester Chapter was recognized as the Preeminent Chapter of NABA's Eastern Region; and in 2016 the Chapter President, Shaquan Davis, was elected Student of the Year by the Eastern Region of NABA.

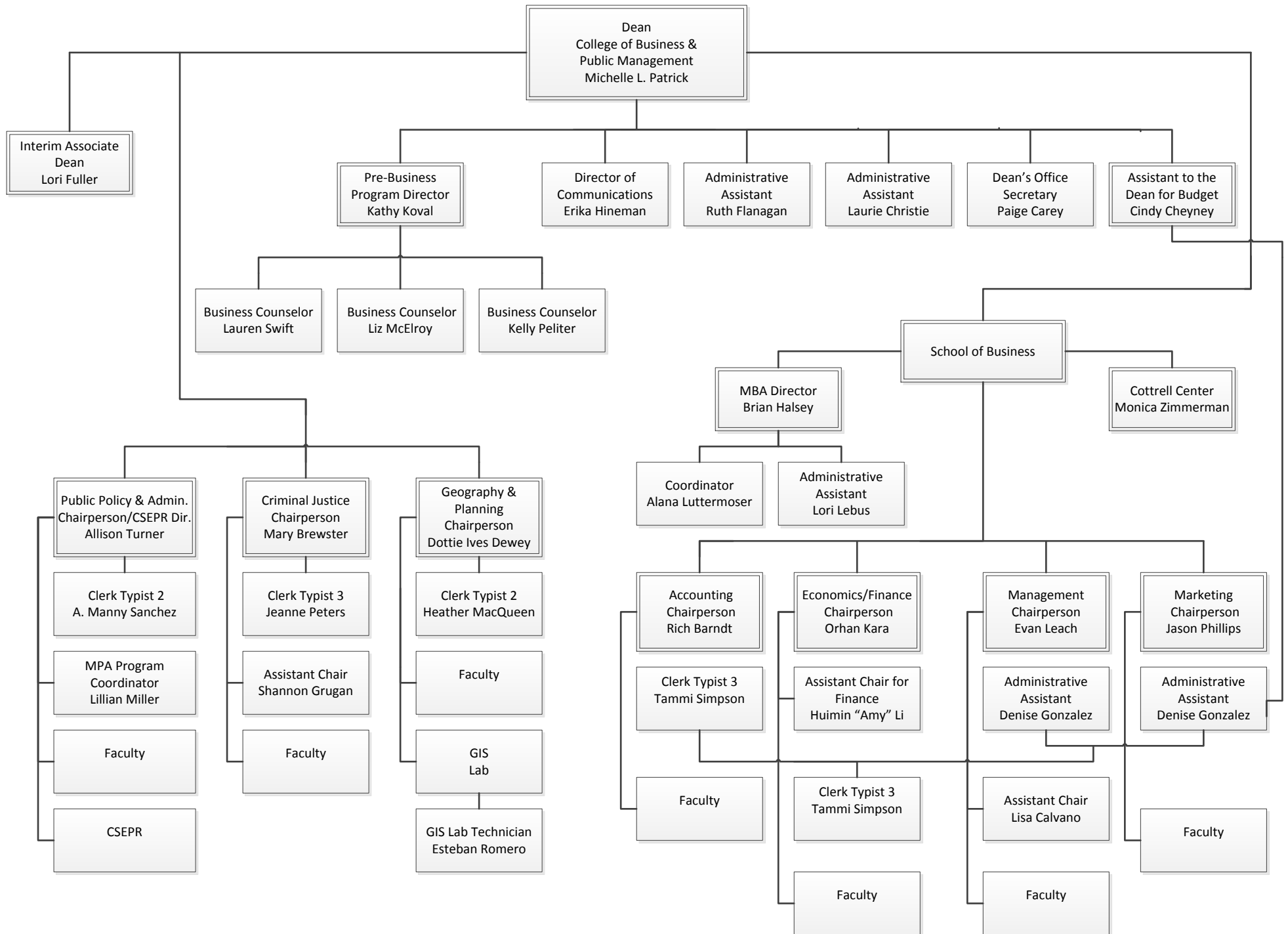
#### Net Impact

WCU Net Impact is part of an international organization of business students and professionals who seek to create positive social and environmental change on campus, at work and in the community. WCU Net Impact is one of only seven affiliated undergraduate chapters in Pennsylvania. The organization is open to all business majors and other majors interested in sustainable business. WCU's officers have attended the national Net Impact conferences for the past four years. Its members meet biweekly and participate in campus and community events including Campus Sustainability Day, Earth Day, block clean ups and tours of local sustainable businesses. WCU Net Impact also participates in activities sponsored by the WCU's Sustainability Advisory Committee and collaborates with other environmental organizations on campus including the Earth Club and Slow Foods Club.

.

## Appendix A: CBPM Organizational Chart





## Appendix B: SoB Strategic Plan





## Fall 2012-Spring 2015 SoB Strategic Plan

SoB Mission Statement	Goals	Strategies Fall 2012-Spring 2013	Strategies Fall 2013-Spring 2014	Strategies Fall 2014-Spring 2015
<p>The mission of West Chester University's School of Business is to support economic development through education, research and service. As a public institution centered in southeastern Pennsylvania, the School is committed to</p> <p>1) providing value access to quality programming at the undergraduate and graduate level for a diverse student body, and</p> <p>2) working with businesses, governments, and nonprofits to develop innovative and relevant curriculum as well as support the evolving economy and workplace through research and service projects .</p>	<p>Maintain value and accessible business programs at the undergraduate and graduate level</p> <p>Integrate community activities in business curriculum.</p> <p>Recruit and maintain qualified faculty teaching undergraduate and graduate courses</p> <p>Support diversity with respect to student, faculty and staff</p>	<p>Maintain program assurance of learning in accordance with SoB policy</p> <p>Create graduate strategic plan for MBA program</p> <p>Finalize program and design for new building</p> <p>Develop new opportunities for internships</p> <p>Continue student advisory board and open house</p> <p>Enhance relationships of advisory board</p> <p>Cultivation and identification of top prospects to meet fundraising goal</p> <p>Hire appropriate faculty</p> <p>Support faculty publications with summer stipends and travel money</p> <p>Implement campus climate recommendations</p> <p>Coatesville middle School visit</p>	<p>Maintain program assurance of learning in accordance with SoB policy and Provost initiative</p> <p>Improve access in accordance with mission and increase staff to accommodate</p> <p>Submit third year review for accreditation</p> <p>Integrate aspects of international business across the curriculum</p> <p>Engage in academic planning review of students in programs</p> <p>Continue student advisory board and open house</p> <p>Create opportunities for student engagement in community</p> <p>Enhance relationships of advisory board</p> <p>Cultivation and identification of top prospects to meet fundraising goal</p> <p>Hire appropriate faculty</p> <p>Support faculty publications with summer stipends and travel money</p> <p>Organize a workshop for faculty on topics of diversity</p> <p>Develop plan for retention of URM as part of the academic planning process</p>	<p>Maintain program assurance of learning in accordance with SoB policy and Provost initiative</p> <p>Reward programs with regard to AOL</p> <p>Integrate technology in the classroom</p> <p>Increase internship opportunities</p> <p>Continue student advisory board and open house</p> <p>Enhance relationships of advisory board</p> <p>Cultivation and identification of top prospects to meet fundraising goal</p> <p>Focus on advancing women in leadership</p> <p>Hire appropriate faculty</p> <p>Support faculty publications with summer stipends and travel money</p> <p>Implement plan for retention of URM as part of the academic planning process</p> <p>Create a college plan that includes globalization and diversity</p>

## Fall 2015-Spring 2019 SoB Strategic Plan

SoB Mission Statement	Goals	Strategies Fall 15-Spring 16	Strategies Fall 16-Fall 17	Strategies Fall 17-Spring 18	Strategies Fall 18-Spring 19
<p>The mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School</p> <p>will provide high-value business programs at the undergraduate and graduate level,</p> <p>foster student development through multidisciplinary education, scholarship and experiential learning,</p> <p>work with regional business and non-profits to develop innovative approaches to business education, and</p> <p>continuously improve pedagogy and business practices through relevant research and other professional activities.</p>	<p>Maintain high-value business programs at the undergraduate and graduate levels</p> <p>Achieve high impact student learning through interdisciplinary education, scholarship and experiential learning</p> <p>Instill community relationships with regional businesses and non-profits and use those relationships to develop innovative approaches to business education</p> <p>Improve pedagogy and business practices through relevant research and professional activities</p> <p>Focus on inclusion with regard to faculty, staff and students.</p>	<p>Maintain program assurance of learning in accordance with SoB policy and Provost initiatives</p> <p>Curriculum review of undergraduate programs</p> <p>Integrate sustainability across the curriculum</p> <p>Create structure that allows for greater flexibility in rewarding faculty</p> <p>Finalize technology in new building</p> <p>Develop additional graduate degrees for students based on workforce need.</p> <p>Increase visibility of MBA degree.</p> <p>Showcase sustainability in new building</p> <p>Crete opportunities to integrate new types of furniture in the learning process.</p> <p>Create interdisciplinary programs for students that meet the workforce need</p>	<p>Maintain program assurance of learning in accordance with SoB policy and Provost initiatives</p> <p>Conduct review of undergraduate curriculum</p> <p>Integrate technology (Excel) throughout curriculum</p> <p>Showcase sustainability in new building</p> <p>Create interdisciplinary undergraduate and graduate programs for students that meet the workforce need.</p> <p>Work to enhance adjunct and student experience</p> <p>Develop corporate partnership to enhance new programs</p> <p>Enhance relationships of advisory board</p> <p>Cultivate and identify top prospects to meet fundraising goal</p> <p>Expand Women's Leadership Program</p>	<p>Maintain program assurance of learning in accordance with SoB policy and Provost initiatives</p> <p>Facilitate double majors programs for students</p> <p>Integrate consulting projects in capstone course</p> <p>Improve communication and coordination with alumni through speakers, internships, projects</p> <p>Improve student job placement rates and tracking</p> <p>Facilitate ways to better track alumni</p> <p>Enhance relationships of advisory board</p> <p>Cultivate and identify top prospects to meet fundraising goal</p> <p>Create endowment for Women's Leadership Program</p>	<p>Maintain program assurance of learning in accordance with SoB policy and Provost initiatives</p> <p>Develop a strategy where the School is recognized/ranked at the undergraduate level</p> <p>Provide funding for students to advance international opportunities</p> <p>Provide co-curricular activities in conjunction with corporate partners</p> <p>Enhance relationships of advisory board</p> <p>Cultivate and identify top prospects to meet fundraising goal</p> <p>Support faculty publications with summer stipends and travel money</p> <p>Support professional development</p>

SoB Mission Statement	Goals	Strategies Fall 15-Spring 16	Strategies Fall 16-Fall 17	Strategies Fall 17-Spring 18	Strategies Fall 18-Spring 19
		<p>Create a student investment club</p> <p>Create structures that enhance internship opportunities</p> <p>Enhance relationships of advisory board</p> <p>Cultivate and identify top prospects to meet fundraising goal</p> <p>Expand Women's Leadership Program</p> <p>Support faculty publications with summer stipends and travel money</p> <p>Acquire databases to aid faculty scholarship</p> <p>Expose URM high School students to college campus</p> <p>Expose students to race issues</p> <p>Implement plan for retention of URM as part of academic planning process</p> <p>Recruit a diverse faculty.</p> <p>Train staff with regard to LGBTQ issues and Green Dot.</p>	<p>Create incentives to showcase faculty achievements (best paper award, most productive etc.)</p> <p>Improve scholarly collaboration across Department s</p> <p>Support faculty publications with summer stipends and travel money</p> <p>Expose students to race issues</p> <p>Implement plan for retention of URM as part of academic planning process</p> <p>Recruit a diverse faculty.</p>	<p>Support faculty publications with summer stipends and travel money</p> <p>Expose Business advisory Board to Race Program that students went through the previous year</p> <p>Implement plan for retention of URM as part of academic planning process</p> <p>Recruit a diverse faculty.</p>	<p>Expose students to race issues</p> <p>Implement plan for retention of URM as part of academic planning process</p> <p>Recruit a diverse faculty.</p>

## Fall 2012-Spring 2013 SoB Strategic Plan

SoB Mission Statement	Goals	Fall 2012-Spring 2013			Overall Outputs/Results
		Strategies	Responsibility	Financial	
<p>The mission of West Chester University's School of Business is to support economic development through education, research and service. As a public institution centered in southeastern Pennsylvania, the School is committed to</p> <p>1) providing value access to quality programming at the undergraduate and graduate level for a diverse student body, and</p> <p>2) working with businesses, governments, and nonprofits to develop innovative and relevant curriculum as well as support the evolving economy and workplace through research and service projects .</p>	Maintain value and accessible business programs at the undergraduate and graduate level	Maintain program assurance of learning in accordance with SoB policy	AOI Coordinators, Faculty Associate Dean	\$43,358 (replacement cost of faculty) funded through AYM model	<p>The Department s worked throughout the year to close the loop on all assessment activities. Department results were added to SEDONA and TracDat.</p> <p>A graduate MBA enrollment plan was developed.</p> <p>All Department s continued to work on strategies that would help improve advising in the Department . A list of all of the strategies and results were shared with the University academic advising committee over the previous academic year and continued monitoring was in place this past year. Department s worked to train faculty in utilizing degree progress reports and sending out mass e-mails to help remind students of advising policies.</p> <p>To ensure student concerns, suggestions, questions and ideas are addressed, the CBPA Dean, along with CBPA Associate Dean, hosted the Undergraduate Student Advisory Board Breakfast meeting in the Fall and Spring semester. Also, monthly open house sessions were held so that students could stop by and meet the Dean. .</p> <p>Representatives from the SoB met with the Career Center to discuss ideas regarding internships in the college and collaborations on career fairs for certain disciplines. An alumni fair in accounting was developed. Additional funding of \$20,000 was obtained for Cottrell Center internships; which will be</p>
	Integrate community activities in business curriculum.	Create graduate strategic plan for MBA program	Graduate Dean, Associate Dean, MBA Director		
		Finalize program and design for new building	Facilities, Dean, Associate Dean		
		Develop new opportunities for internships	Department Chairs, Associate Dean		
	Recruit and maintain qualified faculty to teach undergraduate and graduate courses	Continue student advisory board and open house	Associate Dean	\$1,100 funded through Dean's operating budget	
		Enhance relationships of advisory board	Dean		
	Support diversity with respect to student, faculty and staff	Cultivate and identify top prospects to meet fundraising goal	Dean	\$3,000 funded through Dean's operating budget	
		Hire appropriate faculty	Faculty, Department Chairs, Deans	\$155,223 funded through Provost	
		Support faculty publications with summer stipends and travel money	Dean	\$157,189 summer stipends funded through AYM	
		Implement campus climate recommendations	Associate Dean, Department Chairs	\$82,389 faculty development funded through AYM	
		Coatesville middle School visit	Dean	\$500 funded through Dean's operating budget	

SoB Mission Statement	Goals	Fall 2012-Spring 2013			Overall Outputs/Results
		Strategies	Responsibility	Financial	
					<p>used over the next year to fund internships throughout the University.</p> <p>The Cottrell Center hosted SCORE Workshop Series: Simple Steps for Starting Your Business (target audience was students) in collaboration with Sigma Iota Epsilon. This year the Entrepreneur in Residence was Howard Lubert, founder, SafeHatch LLC; President, Mid-Atlantic Keiretsu Forum. There were a number of featured speakers also sponsored by the Center including Entrepreneur Steve Washington (WCU '04), who spoke on September 13 with over 100 students attending. The Cottrell Center is participating in the PASSHE Business Plan Competition again this year. Further, the Center hosted its own business plan competition in an effort to gain awareness of the PASSHE event.</p> <p>The CBPA Dean had over 40 cultivation appointments this past academic year. To date, \$5 million has been raised to meet the \$10 million goal. Some events included a dinner meeting with alumnus and travel to the Union League in Philadelphia, New York, and Atlanta.</p> <p>Two faculty were hired. One in economics and one in finance.</p> <p>Sixty Coatesville Middle School students visited the WCU campus. The students toured the campus, attended presentations by faculty and staff and had a chance to experience college food in Lawrence Center. The message of the day was that college is in reach for anyone who works hard.</p>

## Fall 2013-Spring 2014 SoB Strategic Plan

SoB Mission Statement	Goals	Fall 2013-Spring 2014			Oupput/Overall Results
		Strategies	Participants	Financial	
<p>The mission of West Chester University's School of Business is to support economic development through education, research and service. As a public institution centered in southeastern Pennsylvania, the School is committed to</p> <p>1) providing value access to quality programming at the undergraduate and graduate level for a diverse student body, and</p> <p>2) working with businesses, governments, and nonprofits to develop innovative and relevant curriculum as well as support the evolving economy and workplace through research and service projects .</p>	<p>Maintain value and accessible business programs at the undergraduate and graduate level</p> <p>Integrate community activities in business curriculum.</p> <p>Recruit and maintain qualified faculty to teach undergraduate and graduate courses</p> <p>Support diversity with respect to student, faculty and staff</p>	Maintain program assurance of learning in accordance with SoB policy and Provost initiative	AOL Coordinators, Faculty, Associate Dean	\$51,408 (replacement cost of faculty) funded through TEAM model	<p>The Department s continued to support the University Assurance of Learning efforts. For Part 2 of the AOL initiative, all college assessment coordinators and Department chairs received a review of the results and actions from their assessment plan(s) from the University assessment committee. By and large, the assessment plans across the College received high ratings. Assessment coordinators worked with the Associate Dean to make any necessary adjustments. Coordinators focused on incorporating a detailed discussion of results which helped to develop meaningful action plans. All learning assessment plans are up-to-date on TracDat and Sedona</p> <p>To improve access to the business programs, the Business Chairs and Dean agreed to lift a restrictive admission requirement to all the business programs. Beginning Fall 2014, any admitted freshman will have an opportunity to enter the University as a Pre-business student.</p> <p>In anticipation of a significant increase in the number of Pre-business students, the College has hired a new business counselor in the School of Business to assist with course scheduling and general advising.</p> <p>As part of the Department -level academic planning exercise discussed above, information was gathered on diversity composition and trends, and Department -level challenges related to supporting URM students as well as transfer students. The business programs have a disproportionately high number of transfer students. Transfer students were found to have the lowest levels of retention and graduation. The college is exploring measures to provide better advising for transfer students.</p>
		Improve access in accordance with mission and increase staff to accommodate	Strategic Management Committee, Pre-business Director, Associate Dean	\$67,956 base funded by Provost	
		Submit third year review for accreditation	Associate Dean, Strategic Management Committee	\$9,795 funded by college initiative money	
		Integrate aspects of international business across the curriculum	Department Chairs		
		Engage in academic planning review of students in programs	Department Chairs, Associate Dean	\$500 funded through Dean's operating budget	
		Continue student advisory board and open house	Associate Dean, Dean		
		Create opportunities for student engagement in community	Cottrell Center Director, Department Chairs	\$20,720 funded through base/ educational services money	
		Enhance relationships of advisory board	Dean, Associate Dean	\$2000 funded through Dean's operating budget	
		Cultivation and identification of top prospects to meet fundraising goal	Dean		
		Hire appropriate faculty			

SoB Mission Statement	Goals	Fall 2013-Spring 2014			Ouptut/Overall Results
		Strategies	Participants	Financial	
		<p>Support faculty publications with summer stipends and travel money</p> <p>Organize a workshop for faculty on topics of diversity and the changing nature and needs of student populations</p> <p>Develop plan for retention of URM's as part of the academic planning process</p>	<p>Faculty, Department Chairs, Dean</p> <p>Dean, Provost</p> <p>Associate Dean</p> <p>Department Chairs, Associate Dean</p>	<p>\$ 690,586 funded through Provost</p> <p>\$238,303 for summer stipends funded through TEAM and personnel money in Dean's account</p> <p>\$72,723 for faculty development funded through Provost and initiative money</p>	<p>A team of faculty and the Interim Associate Dean attended a conference in the Fall to learn more about integrating international activities and exchange into the curriculum. The team developed an Internationalization Plan to enhance international activities across the College and provide more opportunities for international experiences.</p> <p>Three accounting, two management, two economics and two finance professors were hired.</p> <p>The undergraduate advisory board met twice this year in the Fall and Spring semesters. Topics included: adequacy of resources to navigate the University policies and procedures and any perceived obstacles to advising, billing, and issues related to general registration and graduation. Stemming from this discussion, a new student resource page was added to the College website over the summer with a list of frequently-asked questions that the students helped to create.</p> <p>The Director of the Cottrell Center, Dr. Monica Zimmerman, participated in the Keiretsu Forum each month and also continued to participate in SCORE program. The Center partnered with Walnut Street Labs in the Borough of West Chester in providing services to local start-up businesses. In the Spring the Cottrell Center hosted the Second Annual Business Pitch Competition. The Center also hosted notable speakers including Dr. Edwin Cottrell, who attracted an audience of over 100 students.</p> <p>The CBPA Dean had over 50 cultivation visits in the past year. Fundraising efforts focused on the new building. To date \$6.1 million of the \$10 million has been raised. In addition to donor visits, the Dean traveled to Florida, Washington and Baltimore for group visits.</p>

SoB Mission Statement	Goals	Fall 2013-Spring 2014			Ouptut/Overall Results
		Strategies	Participants	Financial	
					The SoB invested considerable effort this year to better understand the needs of diverse student populations in an effort to improve the retention and graduation gaps. A comprehensive approach was employed which included enhanced efforts to recruit diverse faculty, individual training, and development of Department -level strategies to better address the needs of URM



## Fall 2014-Spring 2015 SoB Strategic Plan

SoB Mission Statement	Goals	Fall 2014-Spring 2015			Oupput/Overall Results
		Strategies	Participants	Financial	
<p>The mission of West Chester University's School of Business is to support economic development through education, research and service. As a public institution centered in southeastern Pennsylvania, the School is committed to</p> <p>1) providing value access to quality programming at the undergraduate and graduate level for a diverse student body, and</p> <p>2) working with businesses, governments, and nonprofits to develop innovative and relevant curriculum as well as support the evolving economy and workplace through research and service projects .</p>	<p>Maintain value and accessible business programs at the undergraduate and graduate level</p> <p>Integrate community activities in business curriculum.</p> <p>Recruit and maintain qualified faculty teaching undergraduate and graduate courses</p> <p>Support diversity with respect to student, faculty and staff</p>	Maintain program assurance of learning in accordance with SoB policy and Provost initiative	AOL Coordinators, Department Chairs, Associate Dean	\$60,152 (replacement cost of faculty) funded through TEAM model	<p>The SoB continued to support the University Assurance of Learning efforts. For Part 3 of the ASL initiative, all college assessment coordinators and Department chairs received a review of their assessment plan results and actions from the University assessment committee. All assessment plans across the SoB received a perfect score of 4.0. In addition two programs were showcased at the University level for exemplary practices in program assessment.</p> <p>A new program was initiated called the "Best of the Best" award in which one Department is highlighted as a model for their assurance of learning accomplishments. The Department is awarded \$5,000 to use to help support assurance of learning initiatives</p> <p>Faculty members from across the unit were selected to participate in the first Technology Initiative. The team worked with Dr. Chris Penny from the College of Education to learn about the use of iPads in curricular development and teaching.</p> <p>The Dean continues to meet with business people regarding internships. We are investigating hiring an internship coordinator, and the SoB now belongs to the Main Line Chamber of Commerce which has an internship program called the Talent and Education Network (TEN).</p> <p>The undergraduate student advisory board met once in the Fall semester and once in the Spring semester. Topics addressed included international study programs, technology, a CBPA Day of Service, and the BPAC student space.</p> <p>The CBPA Dean had over 100 cultivation visits in the past year. Fundraising efforts focused on the new building. To date \$6.5 million of the \$10 million has been raised. In</p>
		Reward programs with regard to AOL	Strategic Management Committee, Dean	\$5000 funded through college initiative money	
		Integration of technology in the classroom	Technology Committee, Dean	\$152,514 funded through college initiative money	
		Increase internship opportunities	Department Chairs, Dean		
		Continue student advisory board and open house	Dean, Associate Dean	\$600 funded through Dean's operating budget	
		Enhance relationships of advisory board	Dean	\$2,500 funded through Dean's operating budget	
		Cultivate and identify top prospects to meet fundraising goal	Dean		
		Focus on advancing women in leadership	Associate Dean, Business Advisory Council Members	\$1500	
		Hire appropriate faculty			
		Support faculty publications with summer stipends and travel money	Faculty, Department Chairs, Dean	\$238,297 funded by Provost.	
		Implement plan for retention of URM's as part of the academic planning process	Dean	\$267,380 for summer stipends funded through TEAM and personnel	

SoB Mission Statement	Goals	Fall 2014-Spring 2015			Ouptut/Overall Results
		Strategies	Participants	Financial	
		Create a college plan that includes globalization and diversity	Management Department , Eco/Fin Department  Department Chairs, Associate Dean	money in Dean's account  \$91,079 for faculty development funded through Provost and initiative money	<p>addition to donor visits, the Dean traveled to Florida, New York and California for group visits.</p> <p>We developed a CBPA Women's Leadership program to engage students, alumnae, faculty, and friends of the College. Six women students were selected as fellows to plan a CBPA Women's Leadership Forum under the guidance of two WCU alumnae.</p> <p>One economics faculty and two management faculty were hired.</p> <p>Successfully piloted a Transfer Learning Community project to support at risk transfer students. Eighty four students participated in the program.</p> <p>Department s submitted plans to close the racial equity gap for their Department /program as part of the Equity Scorecard Project.</p>

## Fall 2015-Spring 2016 SoB Strategic Plan

SoB Mission Statement	Goals	Fall 2015-Spring 2016			Output/Overall Results
		Strategies	Responsibility	Financial	
<p>The mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School</p> <p>will provide high-value business programs at the undergraduate and graduate level</p> <p>foster student development through multidisciplinary education, scholarship and experiential learning</p> <p>work with regional business and non-profits to develop innovative approaches to business education and</p> <p>continuously improve pedagogy and business practices through applied research and other professional activities.</p>	Maintain high-value business programs at the undergraduate and graduate levels	Maintain program assurance of learning in accordance with SoB policy and Provost initiatives	AOL coordinators, Department Chairs, Associate Dean	\$59,431 (replacement cost of faculty) funded through TEAM model	<p>The SoB Department s continued to support assurance of learning across all units. All Department s received a perfect score of four from the University assessment committee across all areas. All results were updated in TracDat and Sedona.</p> <p>The MKT and ECO/FIN Department s underwent a complete review of the curriculum and changes were made through the University process. The remaining Department s started the process and will be finishing in the coming year.</p> <p>Five faculty participated in a University sustainability initiative in which they created plans on how to integrate sustainability in their classes.</p> <p>The Dean worked with the Provost to decipher how to reward accounting faculty in an effort to retain them given the low salary structure.</p> <p>The technology committee determined the new podium technology for the new BPM building.</p> <p>In July, the new MS in HRM was approved through the Board of Governors. The program also received approval through SHRM as an aligned program.</p> <p>The MBA program was ranked at 55 in US News and World report above a number of our competitors.</p>
	Achieve high impact student learning through interdisciplinary education, scholarship and experiential learning.	Curriculum review of undergraduate programs	Department Chairs, Faculty, Associate Dean		
		Integrate sustainability across the curriculum	Management Department , Dean	\$5,000 funded through initiative money	
	Instill community relationships with regional businesses and non-profits and use those relationships to develop innovative approaches to business education	Create structure that allows for greater flexibility in rewarding faculty	College Sustainability Coordinators, University Sustainability, Net Impact Group		
		Finalize technology in new building	Dean, Provost	\$200,000 for podiums funded through Dean's initiative and Provost accounts	
	Improve pedagogy and business practices through relevant research and professional activities	Develop additional graduate degrees for students based on workforce need.	Technology Committee		
		Increase visibility of MBA degree.	Management Department , Accounting Department , Associate Dean	\$799,433 (include faculty cost) for five years through Provost	
	Focus on inclusion with regard to faculty, staff and students.	Showcase sustainability in new building	MBA Director, Dean	\$35,000 was spent on MBA advertising	

SoB Mission Statement	Goals	Fall 2015-Spring 2016			Ouput/Overall Results
		Strategies	Responsibility	Financial	
		Create opportunities to integrate new types of furniture in the learning process	Dean	\$21,192 funded by initiative money and \$50,000 funded by grant	The Net Impact student group met throughout the year to develop an interactive display that will showcase all of the sustainability features in the new building.
		Create interdisciplinary programs for students that meet the workforce need.	Accounting Department , Management Department	\$1.8 million (including faculty cost) over five years for international business funded by Provost	A grant was received to create a new classroom with interactive furniture to help improve student learning.
		Create a student investment club	Dean, Economics/Finance Department Subcommittee, Foundation		An International Business Degree and White Collar Crime minor were developed and approved. Both are interdisciplinary programs and Department s worked with other Department s in the University to develop the curriculum.
		Create structures that enhance internship opportunities	Dean		
		Enhance relationships of advisory board	Dean/ Associate Dean	\$25,000 funded from alumni	A subcommittee of faculty worked with the Dean and the WCU Foundation to develop a structure for a student investment club.
		Cultivation and identification of top prospects to meet fundraising goal	Dean	\$21,127 funded by Provost	Redeployed time of a manager to help direct internships and work with Department s regarding internship opportunities.
		Expand Women's Leadership Program	Woman's Faculty Liaison, Business Advisory Council	\$2,000 funded through Dean's operating budget	The advisory board met to discuss issues of the strategic plan and new programs.
		Support faculty publications with summer stipends and travel money	Dean	\$1,500 funded through Dean's operating budget	The Dean had over 100 cultivation visits in the past year. Fundraising efforts focused on the new building. To date \$7 million of the \$10 million has been raised. In addition to donor visits, the Dean traveled to Florida, New York and Texas.
		Acquire databases to help with faculty scholarship	Dean	\$290,920 for summer stipends	In conjunction with the state system, we are investigating ways to acquire Bloomberg, WRDS and CRISP.

SoB Mission Statement	Goals	Fall 2015-Spring 2016			Ouptut/Overall Results
		Strategies	Responsibility	Financial	
		Expose URM high School students to college campus		funded through TEAM and personnel money in Dean's account	<p>Students from Proverbs Ministry Group attended presentations by faculty and staff and had a chance to sample college food in Lawrence Center. The message of the day was that college is in reach for anyone who works hard.</p> <p>The student advisory board and the Dean participated in a race study in which ancestry was determined and then discussions were facilitated based on perceptions of ethnicity.</p> <p>The management Department focused on several key issues related to retention of URM's in an effort increase retention for the group.</p> <p>Two marketing and one finance faculty were hired.</p> <p>New staff members and Dean's staff were trained as LGBTQ Allies and in Green Dot Awareness.</p>
		Expose students to race issues	NABA and Social Work Student Groups, Business Advisory Council, Associate Dean	Approx..\$90,00 for faculty development	
		Implement plan for retention of URM's as part of academic planning process	Dean, Associate Dean, Communications Faculty Member	funded through Provost and initiative money	
		Recruit a diverse faculty.	Faculty, Department Chairs, Dean		
		Train staff with regard to LGBTQ issues and Green Dot.	Dean	\$94,154 for two years subscription funded through initiative money	
				\$1,000 funded through Dean's operating account.	
				\$1,360 in kits funded through Dean's operating account.	
				\$241,485 for faculty position funded through Provost	

## Fall 2016-Spring 2017 SoB Strategic Plan

SoB Mission Statement	Goals	Fall 2016-Spring 2017			Ouptut/Overall Results
		Strategies	Responsibility	Financial	
<p>The mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School</p> <p>will provide high-value business programs at the undergraduate and graduate level</p> <p>foster student development through multidisciplinary education, scholarship and experiential learning</p> <p>work with regional business and non-profits to develop innovative approaches to business education and</p> <p>continuously improve pedagogy and business practices through applied research and other professional activities.</p>	Maintain high-value business programs at the undergraduate and graduate levels	Maintain program assurance of learning in accordance with SoB policy and Provost initiatives	AOL coordinators, Department Chairs, Associate Dean	\$59,431 (replacement cost of faculty) funded through TEAM model	
	Achieve high impact student learning through interdisciplinary education, scholarship and experiential learning.	Conduct review of undergraduate curriculum	Undergraduate Curriculum Committee ACC and MGT Department Chairs, Faculty, Associate Dean		
	Instill community relationships with regional businesses and non-profits and use those relationships to develop innovative approaches to business education	Integrate technology (Excel) throughout curriculum	Undergraduate and Graduate Curriculum Committees, Associate Dean		
	Improve pedagogy and business practices through relevant research and professional activities	Showcase sustainability in new building	Net Impact Student Group		
	Focus on inclusion with regard to faculty, staff and students.	Create interdisciplinary undergraduate and graduate certificates and minors for students that meet the workforce need.	Undergraduate and Graduate curriculum committees, Associate Dean		
		Work to enhance adjunct and student experience	Strategic Management Committee, Associate Dean		
		Develop corporate partnership to enhance new programs	Dean, Strategic Management Committee		
		Enhance relationships of advisory board	Dean	\$2,000 funded through Dean's operating budget	
		Cultivate and identify top prospects to meet fundraising goal	Dean		
		Expand Women's Leadership Program	Faculty	\$3,000 funded through Dean's operating budget	

SoB Mission Statement	Goals	Fall 2016-Spring 2017			Output/Overall Results
		Strategies	Responsibility	Financial	
		Create incentives to showcase faculty achievements (best paper award, most productive etc.)	Strategic Management Committee, Associate Dean	\$3,000 funded through Dean's operating budget	
		Improve scholarly collaboration across Department s	Strategic Management Committee, Associate Dean		
		Support faculty publications with summer stipends and travel money	Dean	\$330,540 for summer stipends funded through TEAM and personnel money in Dean's account	
		Expose students to race issues	Dean, Associate Dean, Communications Faculty Member	\$107,000 in faculty development funded through Provost and Dean's initiative money.	
		Implement plan for retention of URM's as part of academic planning process	Faculty, Department Chairs, Dean	\$8000 for ancestry kits funded through initiative money.	
		Recruit a diverse faculty.	Faculty, Department Chairs, Dean	\$466,922 funded through Provost for five positions.	

## Appendix C: Committee Structure





# West Chester University

## School of Business

### COMMITTEE STRUCTURE

**Strategic Management Committee** – This committee oversees and reviews the processes and procedures related to the strategic plan to ensure that the undergraduate and graduate programs meet the goals of quality and continuous improvement. Members of this committee include the four Department chairs, the MBA director and the Undergraduate Program Committee chair. Department chair appointment/term is in accordance with the CBA. Committee chairs are in accordance with the committee structure below. The chair of the strategic management committee will be elected by the majority of the strategic management committee membership and serve for the term allotted per their designation.

**The Undergraduate Program Committee** – This committee oversees and reviews the processes and procedures related to the curriculum, assessment and overall structure of the undergraduate program. The committee is comprised of the four Department chairs (who are elected per the process in the CBA) and one faculty representative from each Department who is chosen per the Department process. The Department faculty representative holds a two year term and is renewable for up to two additional consecutive terms. Management and Accounting Department representatives will commence in the Fall of even years and Economics/Finance and Marketing Department representatives will commence in the Fall of odd years. The committee chair is elected by a majority of the members of the committee and serves as chair for three years.

**The MBA Program Committee** - This committee oversees and reviews the processes and procedures related to the curriculum, assessment and overall structure of the graduate program. The Director of the MBA program serves as the chair of this committee. The committee is comprised of the four Department chairs (who are elected per the process in the CBA) and one faculty representative from each Department who is chosen per the Department process. The Department faculty representative holds a two year term and is renewable for up to two additional consecutive terms. Management and Accounting Department representatives will commence in the Fall of even years and Economics/Finance and Marketing Department representatives will commence in the Fall of odd years.

**The Technology and Instructional Resources Committee** – This committee determines if the faculty and student needs are being met by the current technology and resources at both the undergraduate and graduate levels. The committee develops initiatives to promote the usage of technology and instructional resources. One faculty representative from each Department is chosen per the Department process. The Department faculty representative holds a two year term and is renewable for up to two additional consecutive terms. Management and Accounting Department representatives will commence in the Fall of even years and Economics/Finance and Marketing Department representatives will commence in the Fall of odd years. The committee chair is elected by a majority of the members of the committee and serves as chair for three years.

**Assurance of Learning Committee** - This committee oversees the assurance of learning efforts for the School of Business. This includes coordinating efforts with general education and other University efforts. The Associate Dean chairs the committee. The committee is comprised of the assurance of learning coordinators from each undergraduate program. The chair of the undergraduate program committee and

the MBA director are also members. Assurance of learning coordinators serve for a term of two years and can serve up to three consecutive terms.

## School of Business Committee Membership Spring 2016

### Strategic Management Committee Chair – Associate Dean

Membership	Committee Names	Term
Department Chairs	Rich Barndt Jason Phillips Orhan Kara Evan Leach	Fall 13 - Spring 16
Undergraduate Program Chair	Evan Leach	Fall 14 - Spring 16
MBA Program Chair	Brian Halsey	Fall 15 – Spring 17

### Undergraduate Program Committee Chair – Evan Leach

Committee Membership	Member Names	Term
Department Chairs	Rich Barndt Jason Phillips Orhan Kara Evan Leach	Fall 13 - Spring 16
Management Rep.	Evan Leach	Fall 14 - Spring 16
Accounting Rep..	Kevin Flynn	Fall 14 - Spring 16
Economics/Finance Rep.	David Doorn	Fall 15 - Spring 17
Marketing Rep.	Shih-Ching Wang	Fall 15 - Spring 17

### MBA Program Committee Chair – MBA Director

Committee Membership	Member Name	Term
MBA Director	Brian Halsey	
Department Chairs	Rich Barndt Jason Phillips Orhan Kara Evan Leach	Fall 13 – Spring 16
Management Rep.	Ma Ga (Mark) Yang	Fall 14 -Spring 16
Accounting Rep..	Richard Barndt	Fall 14 - Spring 16
Economics/Finance Rep.	Lei Zhu	Fall 15 - Spring 17
Marketing Rep.	Paul Christ	Fall 15 - Spring 17

### Instructional Technology Committee Chair- Linda Zhu

Committee Membership	Member Names	Term
Management Rep.	Linda Zhu	Fall 14 - Spring 16
Accounting Rep.	Glenn Soltis	Fall 14 - Spring 16
Economics/Finance Rep.	Tom Miller	Fall 15 - Spring 17
Marketing Rep.	Michael Guiry	Fall 15 - Spring 17

### Assurance of Learning Committee Chair – Associate Dean

Committee Membership	Member Names	Term
MBA Director	Brian Halsey	
Undergraduate Program Committee Chair	Evan Leach	Fall 14 - Spring 16
Accounting Rep.	Rich Barndt	Fall 14 - Spring 16
Economics Rep.	David Doorn	Fall 15 - Spring 17
Finance Rep.	Bahar Ulupinar	Fall 15 - Spring 17
Management Rep.	Evan Leach	Fall 14 - Spring 16
Marketing Rep.	Liz Wang	Fall 15 - Spring 17

## Appendix D: Faculty Qualification Standards





February 2004

**Revised:**

Spring 2007

Spring 2008

Spring 2012

Spring 2013

Spring 2016

# WEST CHESTER UNIVERSITY

## COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT

### SCHOOL OF BUSINESS

### FACULTY QUALIFICATION STANDARDS

The College of Business and Public Management's (CBPM) School of Business at West Chester University (WCU) deploys and maintains a faculty consistent with the standards established by The Association to Advance Collegiate Schools of Business (AACSB). This document outlines the criteria employed by the CBPM to assure that these standards are met in a manner consistent with the mission of the College and University.

West Chester University's School of Business is committed to maintaining and developing faculty members who possess the intellectual qualifications and currency of expertise to allow the business program to achieve its mission and objectives.

The mission statement of the School of Business speaks of teaching and of service to the business and non-profit community. The School recognizes that there are many different mechanisms to develop excellent teachers and provide service to the community. Because of this diversity of mechanisms, the School strives to encourage a variety of intellectual contributions in order to allow faculty to develop their careers in a manner acceptable to both the School and the individual faculty member.

**Faculty Categories.** WCU College faculty members are categorized according to their initial academic preparation or professional experience and their sustained academic and professional engagement activities. As detailed in AACSB Standard 15, the following four categories are used by the CBPM to classify faculty, inclusive of those holding administrative appointments (e.g., chairs, directors, and deans), deployed by the college:

Initial Academic Preparation and Professional Experience	Sustained Engagement Activities	
	Academic (Research/Scholarly)	Applied/Practice
Professional Experience, Substantial in Duration, and Level of Responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

**Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. SA status is normally granted to newly hired faculty members who earned their research doctorates within the last three (3) years prior to the review dates and also to current faculty members who have earned their terminal doctorate degree in a field consistent and appropriate to their teaching assignment and who have maintained their relevancy as required by the CBPM.

**Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. SP status is applied to practitioner faculty members who augment their experience with development and engagement activities that involve substantive scholarly activities in their fields of teaching.

**Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. IP status is normally granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

**Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member.

Faculty members who do not meet the definitions for any of these four categories will be classified as **Other Qualified (OQ)** faculty.

When hired, all faculty are provided with a Statement of Expectations (SOE) that details their current status as well as the status they are expected to maintain.

### **Responsibilities and Timelines**

All current faculty members are responsible for reporting all publications to the Associate Dean and Department secretary by March 15<sup>th</sup> of each year. It is each individual faculty member's responsibility to include such documents as: copies of accepted/published journal articles, copies of letters or e-mails from editors indicating acceptance of a journal article, revised full curriculum vitas, and other documentation that may be relevant to making a determination of their academic status.

New faculty members are qualified in one of the aforementioned four categories upon hiring and their status is specified in their respective SOEs. Subsequent to hiring, new faculty shall follow the same guidelines as current faculty members as specified in the previous paragraph.

Temporary faculty must provide all faculty qualification materials to the Department Chair who initiates their hiring/rehiring process.

The Associate Dean is responsible for conducting, on an annual basis, a review of permanent faculty qualifications. This process will be conducted in the Spring semester of each academic year and will be completed no later than April 15<sup>th</sup>. The appropriate academic status assigned to a faculty member will remain in effect for the following academic year.

# WEST CHESTER UNIVERSITY

## COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT

### SCHOOL OF BUSINESS

#### POLICY STATEMENT FOR SCHOLARLY ACADEMICS (SA)

A Scholarly Academic (SA) faculty member (tenured, tenure-track, or non-tenure track) must hold a Doctorate (or equivalent as defined by AACSB) in the field in which the faculty member is teaching or one which is closely related.

Newly hired faculty members who have earned an appropriate terminal degree in their teaching field during the most recent three year period are automatically considered Scholarly Academics (SA). For faculty who earned their doctorates more than three (3) years ago, the following conditions also apply:

- During the preceding five years, a faculty member designated as “SA” must have made sufficient intellectual contributions on an ongoing basis to earn **nine (9)** points. These point values shall be determined from the attached list of scholarly and practitioner activities.
- **At least six (6) of these nine (9) required points must come from “Level 1a” written contributions.**

**Note: Being a Scholarly Academic (SA) does not carry any implications regarding tenure or promotion for two reasons. First, the publication expectations for promotion should exceed those required to achieve SA status. Second, being SA does not automatically equate to a rating of “meets professional expectations” or any other rating.**



# WEST CHESTER UNIVERSITY

## COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT

### SCHOOL OF BUSINESS

#### POLICY STATEMENT FOR SCHOLARLY PRACTITIONERS (SP)

A Scholarly Practitioner (SP) faculty member normally holds a Master's degree, at a minimum, in an area related to the courses they teach. Upon the time of hiring, the scholarly practitioner (SP) faculty member's experience should be relevant, current, and significant in duration and level of responsibility. In addition, scholarly practitioner qualified faculty are engaged in scholarly work and professional development that maintains their currency in the field.

In order for faculty to earn the Scholarly Practitioner (SP) designation, the following conditions also apply:

- During the preceding five years, a faculty member designated as "SP" must have made sufficient intellectual contributions on an ongoing basis to earn **nine (9)** points. These point values shall be determined from the attached list of scholarly and practitioner activities. Six of the nine points must come from Level 1 contributions.
- **At least three (3) of the nine (9) required points must come from "Level 1a" contributions.**
- **A maximum of three (3) of the nine (9) required points may come from "Level 1c" contributions.**

**Note: Being a Scholarly Practitioner (SP) does not carry any implications regarding tenure or promotion for two reasons. First, the publication expectations for promotion should exceed those required to achieve SP status. Second, being SP does not automatically equate to a rating of "meets professional expectations" or any other rating.**

# WEST CHESTER UNIVERSITY

## COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT

### SCHOOL OF BUSINESS

#### POLICY STATEMENT FOR INSTRUCTIONAL PRACTITIONERS (IP)

The School of Business will consider a faculty member to be an Instructional Practitioner (IP) if that person possesses a graduate degree in (or related to) the field in which the faculty member is teaching, possesses related and significant professional experiences for an extended period of time related to the field in which he or she teaches.

In order for faculty to earn the Instructional Practitioner (IP) designation, the following conditions also apply:

- During the preceding five years, a faculty member designated as “IP” must have made sufficient intellectual contributions on an ongoing basis to earn **four (4)** points. These point values shall be determined from the attached list of scholarly and practitioner activities.
- An activity may be repeated at the discretion of the strategic management committee.
- **At least three (3) of the four (4) required points must come from “Level 1c” contributions.**

**Note: Being an Instructional Practitioner (IP) does not carry any implications regarding tenure or promotion for two reasons. First, the publication expectations for promotion should exceed those required to achieve IP status. Second, being IP does not automatically equate to a rating of “meets professional expectations” or any other rating.**

# WEST CHESTER UNIVERSITY

## COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT

### SCHOOL OF BUSINESS

#### POLICY STATEMENT FOR PRACTICE ACADEMICS (PA)

A Practice Academic (PA) faculty member (tenured, tenure-track or non-tenure track) must hold a Doctorate (or equivalent as defined by AACSB) in or related to the field in which the faculty member is teaching.

For faculty to be designated as Practice Academics (PA) the following conditions also apply:

- During the preceding five years, a faculty member designated as “PA” must have made sufficient intellectual contributions on an ongoing basis to earn **nine (9)** points. These point values shall be determined from the attached list of scholarly and practitioner activities.
- **At least three (3) of these nine (9) required points must come from “Level 1a” written contributions.**
- **At least three (3) of these nine (9) required points must come from “Level 1c” contributions.**

**Note: Being a Practice Academic (PA) does not carry any implications regarding tenure or promotion for two reasons. First, the publication expectations for promotion should exceed those required to achieve PA status. Second, being PA does not automatically equate to a rating of “meets professional expectations” or any other rating.**

**WEST CHESTER UNIVERSITY**  
**COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT**  
**SCHOOL OF BUSINESS**  
**POINT VALUES FOR DETERMINING FACULTY STATUS**

**Important Note:** No publication that charges a fee shall have any point value unless it is currently listed on the CBPM approved list of journals or until the journal in question is listed on the CBPM approved list of journals. **This is an absolute requirement.**

**Level 1a (worth 3 points)**

- ◆ Publish a journal article in a refereed journal with an acceptance rate of 50% or less (using the highest number given in the range as determined by Cabell's) in the faculty member's field of study.
- ◆ Publish a written case study or case study teaching note with instructional materials in the faculty member's field of study via a reputable publishing house or an academic journal. In all cases, to qualify for Level 1a, the item must be approved by the strategic management committee.
- ◆ Publish a law review or law journal publication that is associated with a law School approved by the American Bar Association, or associated with the Academy of Legal Studies in Business.
- ◆ Publish a textbook, research monograph, or scholarly book on a topic related to a faculty member's field. If one of multiple authors, a WCU faculty member must be author of 33% or more of content in order to qualify for Level 1a.
- ◆ Publish a case or book chapter that relates to and advances scholarship within the faculty members' field. These publications must be subjected to a scholarly review process. In all cases, to qualify for Level 1a, the item must be approved by the strategic management committee.
- ◆ Complete a commissioned or grant funded research report presenting original academic research to a government, charitable, or private concern regarding matters of Legislative or Public Policy. In all cases, to qualify for Level 1a, the item must be approved by the strategic management committee.
- ***Additional considerations for Level 1a***
  - All Level 1a items must subject manuscripts to a documented formal review process, include a peer and/or editorial review, and be readily available for

public scrutiny in a library or through an on-line retrieval service. [A “working paper series” published by a Department , for example, would not be an acceptable outlet by definition.]

- If a journal is not listed in *Cabell’s Directory of Publishing Opportunities* or if the Cabell’s listing does not contain an acceptance rate, it is the responsibility of the faculty member to provide proper documentation concerning review process and/or acceptance rates for review by the strategic management committee.
- Level 1a publications may not be merely a column, letter to editor, etc.
- Outlets must not have any fee attached unless the outlet is listed on the CBPM approved list of journals.
- Co-authored written contributions are encouraged. But written contributions will only be considered for Level 1a if the faculty member is the first, second, or third author OR if a faculty member is one of three or fewer “equal contributors.” [For faculty members listed as fourth or higher authors OR for faculty members that are one of four or more “equal contributors,” the journal article will be classified as a Level 2 contribution.]

#### Level 1b (worth 3 points)

- ◆ Perform *major* tasks as an Editor, Associate Editor, or as a Member of the Editorial Board of a refereed journal on CBPM approved journal list, a practitioner periodical, a casebook, or a textbook in the faculty member’s field of expertise.
- ◆ Obtain and participate in a Fulbright Fellowship.
- ◆ Direct a national or regional research symposium or academic conference.

#### Level 1c (worth 3 points)

- ◆ Acquire or maintain a professional certification in a related field of practice.
- ◆ Work on a significant business consulting project important to an organization in the faculty member’s discipline. The faculty member must produce a substantial written document to be used by the organization. In all cases, to qualify for Level 1c, the item must be approved by the strategic management committee.
- ◆ Prior (within the last five years) or current full-time executive management professional responsibilities related to the field/courses that the faculty member is teaching.

- ◆ Serve on the board, as an officer, or in an advisory role to a company or charitable organization for more than 200 hours per year.
- ◆ Serve as an elected officer of an international or national professional organization.
- ◆ Appear as an expert in the media

## Level 2 (worth 2 points)

- Publish an article not related to the faculty member's field of study.
- Obtain and participate in a non-Fulbright Fellowship.
- Publish a case study that does not qualify for Level 1a.
- Participate in a faculty exchange program with another institution.
- Publish in a journal that does not qualify for Level 1a.
- Develop a significant project related to pedagogy.
- Publish an article for an academic journal or nationally-known practitioner periodical that does not qualify for Level 1a.
- Publish an edited volume or book chapter.
- Publish a chapter in a book that does not qualify for Level 1a.
- Present a paper at a faculty research seminar at other universities or academic settings outside of WCU.
- Publish an article in a conference proceedings (must be a research article and not merely an abstract).
- Create and/or deliver a substantial program/session for students (undergraduate and/or graduate) that is well attended.
- Publish notes and comments in journals.
- Publish a book review in a journal approved by the CBPM.
- Publish a journal article in which a faculty member is listed as a fourth or higher author.
- Publish course materials (i.e., Instructor's Manual, Study Guides, Test Banks, etc.) through a publishing house
- Publish a journal article in which a faculty member is one of four or more "equal contributors."
- Complete a business consulting task where a faculty member produces a substantial written document to be used by a governmental and/or institutional entity that does not qualify for Level 1c..
- Serve as an officer of an academic organization.
- Create and/or deliver an Executive Education or Continuing Education session that is well attended.
- Publish instructional software through a publishing house.
- Complete a post graduate academic/bridge program.
- Complete an unsuccessful grant application (must be substantial).

- Complete a grant that does not qualify for Level 1a.
- Complete commissioned research.
- Present an invited presentation or lecture to an academic organization, professional organization, or non-US college or University.
- Acquire dual academic faculty appointments with other colleges and universities.
- Complete other qualifying academic experiences which are published as determined by the Strategic Management Committee.

### **Level 3 (worth 1 point)**

- Publish a technical report for external constituents.
- Serve as an external reviewer for tenure and promotion decisions (non-PASSHE Schools).
- Serve as a peer-reviewer of journal article proposals.
- Serve as a peer-reviewer of conference proposals.
- Serve as a discussant, session chair, or panel member at an academic or professional conference.
- Participate as a member of a professional consulting team.
- Receive an award pertaining to research and scholarship.
- Participate in a professional conference or seminar.
- Present at an academic or professional meeting.
- Serve on an editorial board or committee.
- Serve on a doctoral dissertation committee.
- Publish an abstract.
- Post an unpublished manuscript on a publicly accessible research network (e.g. SSRN).
- Efforts by faculty member that results in undergraduate research that is presented at an undergraduate conference or is published in an undergraduate journal.
- Maintain a website related to the faculty member's field of study.
- Serve on the board, as an officer, or in an advisory role to a company, charitable organization, or other group with work related to the College's mission (less than 200 hours per year).
- Make invited presentations at another college or University.
- Other such qualifying academic experiences as determined by the Strategic Management Committee.

### **Note Regarding Journals Which Charge a Fee**

Any journal that charges a fee will not count toward any publication points for any status unless it is on the College's approved list of journals. In order for a journal to be added to the approved list, the name of the journal, the publisher, and any other relevant information should

be sent to Kathy Koval. Kathy will then send the materials to the library and the librarians will investigate the journal. If the journal is determined through this process to be legitimate, the journal will tentatively be added to the approved list pending review by the Strategic Management Committee. Upon final approval by the committee and Dean, any journal on the approved list will count towards points per this policy. Once the journal name is on the list, it will remain on the list and will not need to be re-vetted. The list will be kept in SEDONA and will be considered a part of this policy. Any faculty member desiring to see a copy of this list, should contact Kathy and she will send you the latest copy that is in SEDONA.





**WEST CHESTER UNIVERSITY**  
**College of Business & Public Management**  
**School of Business**

**INSTRUCTIONAL PRACTITIONER (IP) CHECKLIST**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Intended WCU Business Department / Courses:

\_\_\_\_\_ / \_\_\_\_\_

All non-degree related activities entered below must be within the LAST FIVE YEARS ONLY; include month / year for all activities

Degrees and Sources

**IP Candidates**

Masters of \_\_\_\_\_

Month / Year degree earned \_\_\_\_\_

Institution \_\_\_\_\_

Major/Concentration \_\_\_\_\_

**Attorneys:**

JD from ABA Institution \_\_\_\_\_

Currently licensed to practice in \_\_\_\_\_

**Accountants:**

CPA: Yes ☐ No ☐

CFA: Yes ☐ No ☐

Currently licensed to practice in \_\_\_\_\_

CMA: Yes ☐ No ☐

License: Active ☐ Inactive ☐

**EXPERIENCE: A minimum of four (4) points required to be considered minimally qualified overall.**

***At least three (3) of the four (4) required points must come from the five contributions listed below:***

	<u><b>Points</b></u>	<u><b>Data Description - must include month / year</b></u>
Prior (within the last five years) or current full-time executive management professional responsibilities related to the field / courses that the faculty member is teaching	<b>3</b>	
Work on a significant business consulting project important to an organization in the faculty member's discipline. The faculty member must produce a substantial written document to be used by the organization.	<b>3</b>	
Acquire or maintain a professional certification in a related field of practice	<b>3</b>	
Serve on the board, as an officer, or in an advisory role to a company or charitable organization for more than 200 hours per year.	<b>3</b>	
Serve as an elected officer of an international or national professional organization.	<b>3</b>	
Appear as an expert in the media.	<b>3</b>	

**Additional Contributions: (Need one point to meet minimum qualifications)***(Point details listed in Faculty Qualifications manual)***Points****Data Description - must include month / year**

Publish a journal article	<b>1-3</b>	
Publish a technical report for external constituents	<b>1</b>	
Serve as a peer-reviewer of an article for presentation in a journal or conference	<b>1</b>	
Serve as a discussant, session chair or panel member at an academic or professional conference	<b>1</b>	
Participate as a member of a professional consulting team	<b>1</b>	
Receive an award pertaining to research and scholarship	<b>1</b>	
Create and/or deliver a substantial continuing education program/session for practioners that is well attended.	<b>2</b>	

**Additional Contributions: (Need one point to meet minimum qualifications) - Continued***(Point details listed in Faculty Qualifications manual)***Points****Data Description - must include month / year**

Serve on the board, as an officer, or in an advisory role to a company, charitable organization, or other group with work related to the College's mission (less than 200 hours)	<b>1</b>	
Acquire dual academic faculty appointments with other colleges and universities	<b>2</b>	
Maintain a website related to the faculty member's field of study	<b>1</b>	
Present at an academic or professional meeting	<b>1</b>	
Participate in a professional conference or seminar	<b>1</b>	

## Appendix E: Summer Stipend Guidelines





February 2004

***Revised:***

Spring 2007

Spring 2008

Spring 2012

Spring 2013

Spring 2016

## Summer Stipend Guidelines for CBPM Business Faculty

In an effort to improve the quality and quantity of faculty scholarship, summer research stipends are awarded to faculty members who maintain a successful research agenda. The summer research stipend is equivalent to teaching one three credit course during the summer. A maximum of one summer research stipend is available to a faculty member per academic year.

To apply for a summer research stipend the faculty member must prepare a one to two paragraph research statement that briefly describes your endeavor. To be considered, a current copy of your full vita must be included with the statement.

The research statement will be reviewed by the Strategic Management Committee. The stipend packet; which includes the research statement, your full/current vita and the committee recommendations will then be sent to the Dean for a final decision.

### Criteria for summer stipends are based on the following:

All SA/SP qualified faculty are eligible to receive an initial summer stipend. After receiving an initial summer stipend, in order to receive additional summer stipends in future academic years the SA/SP faculty member must have at least one original accepted ***Level 1a: Written Contribution*** within the last two academic years as reported in Sedona and Google Scholar.

**Level 1a: Written Contributions** are defined by the WCU Faculty Qualification Standards:

- Publish a journal article in a refereed journal with an acceptance rate of 50% or less (using the highest number given in the range as determined by Cabell's) in the faculty member's field of study.
- Publish a written case study or case study teaching note with instructional materials in the faculty member's field of study via a reputable publishing house or an academic journal. In all cases, to qualify for Level 1a, the item must be approved by the strategic management committee.
- Publish a law review or law journal publication that is associated with a law School approved by the American Bar Association, or associated with the Academy of Legal Studies in Business.
- Publish a textbook, research monograph, or scholarly book on a topic related to a faculty member's field. If one of multiple authors, a WCU faculty member must be author of 33% or more of content in order to qualify for Level 1a.
- Publish a case or book chapter that relates to and advances scholarship within the faculty members' field. These publications must be subjected to a scholarly review process. In all cases, to qualify for Level 1a, the item must be approved by the strategic management committee.
- Complete a commissioned or grant funded research report presenting original academic research to a government, charitable, or private concern regarding matters of Legislative or Public Policy. In all cases, to qualify for Level 1a, the item must be approved by the strategic management committee.

## Appendix F: Teacher Scholar Model



*This document is not a prescription for success nor is it a checklist for promotion and tenure. It urges its faculty to use their scholarly and creative activities to make learning intellectually exciting, and it encourages collaborative activities between faculty and students. The model outlined below cannot supersede the Collective Bargaining Agreement (CBA), local APSCUF agreements, or individual Statements of Expectations.*

## **WCU School of Business Teacher-Scholar Model**

“Scholarly activity is valued in that it enhances the educational experience, enlivens the intellectual climate on campus, provides external funding to support the educational mission and provides opportunities for students, especially undergraduates to participate in scholarly research.”\*

The Teacher-Scholar Model within West Chester University’s School of Business encourages a complementary interaction between faculty research and teaching. Business faculty are encouraged to pursue a wide variety of scholarly activities that will result in presentations at professional conferences, publication in peer reviewed journals, and other activities associated with the maintenance of Academic Qualifications. Student involvement in such activities is always welcomed. The most valuable research enriches the learning process in a manner that links directly to the mission of the School of Business. The following is a partial list of how members of the Business School can use scholarship to enhance learning:

- a. Use discipline-related research as a basis for discussion to illustrate business concepts or theories in class;
- b. Demonstrate the research process in the classroom; including use of technology, presentation skills, and the importance of ethical decision making;
- c. Use pedagogical theory or research to improve learning outcomes including critical thinking, problem-solving, or retention;
- d. Provide opportunities for students to develop their own research skills or agenda or to collaborate in faculty research resulting in reports, presentations, or other scholarly output;
- e. Use consulting activities such as business advising, business development, expert witnessing, etc. to create cases or use as examples that can be studied and discussed in class; and
- f. Use grant opportunities to develop faculty and student research capabilities and knowledge.

\* From WCU statement of promotion policies and procedures  
<http://www.wcupa.edu/admin/provost/documents/PromotionPolicy5-28-10.pdf>



## Appendix G: CBPM Assurance of Learning Policy



## **CBPM Assurance of Learning Policy**

Assurance of learning is an integral part of the academic environment. Assurance of learning is not an “activity” that is completed once. Instead, all Department s should work to successfully maintain a culture of assessment that ensures continuous improvement. To support this important effort, the Dean will allocate one three hour alternative work assignment to an individual faculty member (cannot be the Department chairperson) in each Department to coordinate this effort. The Department assessment coordinator is responsible for the following activities:

- 1) Coordinate/report all efforts related to assessment in the Department at both undergraduate and graduate level (i.e., learning goals, methods of assessment, assessment rubrics and feedback loop).*
- 2) Ensure that Department assessment efforts meet all appropriate accreditation criteria. This includes middle states accreditation and the inclusion of information literacy.*
- 3) Report all assessment items on TracDat and SEDONA.*
- 4) Liaison with general education to make sure the Department is fulfilling all appropriate assessment standards with regard to general education. This includes standards for I, J and W courses that are offered in the Department .*
- 5) Ensure that all learning goals are reported on class syllabi and on the Department webpage.*
- 6) Meet regularly throughout the year as a group and individually with the Associate Dean to review Department assessment goals for the upcoming year and to ensure that the Department is meeting to discuss assessment results from the previous year.*

### At a minimum, Fall activities include:

- 1) Meet with the Associate Dean as necessary to discuss Department ’s progress relative to assessment goals
- 2) Work with Department chair to arrange a Department meeting to discuss assessment results from the previous year.
- 3) Input the previous Spring assessment results and feedback loop from the Department meeting in TracDat. This should be accomplished no later than the first week in October.
- 4) Provide minutes to the Associate Dean regarding the Department assessment meeting.
- 5) Ensure that learning goals and general education goals are reflected appropriately on syllabi.
- 6) Ensure that the Department has a procedure for checking syllabi, collecting and that they are stored in appropriate venues (Department office, Sedona, TracDat, blackboard, etc.).
- 7) Meet with CBPA assessment coordinators as necessary to discuss items relevant to the college.
- 8) Collect assessment data from the Fall semester classes. Business coordinators need to ensure that results are loaded in SEDONA.

### At a minimum, Spring activities include:

- 1) Meet with the Associate Dean as necessary to discuss Department ’s progress relative to assessment goals.

- 2) Work with Department chair to arranging a Department meeting to discuss assessment results from the previous semester (if applicable).
- 3) Input the Fall assessment results in TracDat. This should be accomplished no later than the first week in March.
- 4) Provide any minutes to the Associate Dean regarding the Department assessment meetings (if applicable).
- 5) Ensure that learning goals and general education goals are reflected appropriately on syllabi.
- 6) Ensure that the Department has a procedure for checking syllabi, collecting and they are stored in appropriate venues (Department office, Sedona, TracDat, blackboard, etc.).
- 7) Meet with CBPA assessment coordinators as necessary to discuss items relevant to the college.
- 8) Ensure that student learning goals are posted correctly on the webpage and in any other applicable promotional materials (i.e., catalog/brochures etc.).
- 9) Work with Department to find appropriate way to promote assessment results on the webpage.
- 10) Collect assessment data from the Spring semester classes. Business coordinators need to ensure that results are loaded in SEDONA.

## Appendix H: AoL Results and Feedback Loop



# Assessment: Assessment Unit Four Column

## CBPA Program: Accounting BS

**Mission Statement:** The Mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School will: provide high-value business programs at the undergraduate and graduate level; foster student development through multidisciplinary education, scholarship and experiential learning; work with regional businesses and nonprofits to continuously impact pedagogy and business practices through relevant research and other professional activities.

**Student Learning Assessment Plan Narrative :** The Accounting Department sets criterion goals in accordance with the CPA pass rate of 75%. The Department strives to achieve a super majority with 75% of students passing in essential areas vs. a simple majority of only 51%. This 75% figure is supported by the Middle States Commission on Higher Education which employs the Goal Inventory developed by the Pew Charitable Trust and the Ford Foundation\* in which an "Essential Goal" is defined as "a goal you always/nearly always try to achieve 76% to 100% of the time." (Source: page 23, Student Learning Assessment [http://www.msche.org/publications/SLA\\_Book\\_0808080728085320.pdf](http://www.msche.org/publications/SLA_Book_0808080728085320.pdf)). Additionally, we aim for continuous improvement, and have raised the bar to a higher pass rate (for instance, 80%) in some areas where our students have consistently met the 75% hurdle. An initial minimum passing grade of 75 is set for each goal, since for all business courses students must achieve a grade of "C" or better. This is consistent with AACSB standards. Students are assessed in every semester in the appropriate courses. No sampling occurs.

Assurance of learning at the undergraduate core level is completed by the Undergraduate Program Committee. Since the core comprises classes across the four departments, the committee is responsible for assurance of learning activities that occur in any of those common classes. For Accounting major courses that are not part of the core, department faculty meet each semester to review results from the prior semester, to evaluate progress, and to identify relevant changes. All rubrics are developed in compliance with AACSB standards and with reference to Middle States examples. All rubrics and individual student scores on the rubrics are loaded into Sedona each semester.

Assurance of learning in the accounting program has been expanded from examining only knowledge-based items to include all skills needed for students to compete in the workplace. As a result of this effort, Accounting Information Systems was added to the curriculum. Students complete a project in this course which allows the faculty to review student competency with regard to business tools and processes in the curriculum. Assurance of learning in written communication is achieved through students publishing articles in online websites relating to accounting concepts. On average, 90% of our undergraduate accounting students are successfully publishing in online websites. Assurance of learning of oral communication is achieved through a presentation in a required course. Overall, results are satisfactory; however, the results related to the acquisition and interpretation of information have been low in past semesters. More time in class will be spent on demonstrating proper research techniques. The accounting code of conduct is an important part of the assurance of learning efforts related to ethics. Due to the low compliance with this learning goal, additional class time has been spent on discussing ethical issues. In addition, faculty will develop short answer questions that will require the students to prepare more deeply for the examination in order to successfully show understanding of the concepts.

**Student Learning Outcome Rotation Schedule:** Annually

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<b>Knowledge</b> - Students will identify and explain the basic concepts of accounting principles. Specifically, principles associated with the areas	<b>Embedded Course Assessment</b> - Cost Accounting Terms measured on test questions in ACC303 - Cost Accounting	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met Fall 2015 Results. Knowledge. Results of questions and problems administered on various examinations to assess	<b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average or

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>of Cost, Auditing, Financial, Systems, Tax, and Governmental Accounting.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p>1) Full costing/ Absorption costing</p> <p>2) Variable costing/ Direct costing/ Contribution approach</p> <p>3) Job order costing, process costing, standard costing, cash budgeting</p> <p>4) Statement of Cash flows</p> <p>5) How these costs are related to Net Operating Income</p> <p><b>Criterion:</b> 75% of the students will be able to correctly answer 75% of the test questions related to cost accounting terms.</p> <p><b>Schedule:</b> Every semester.</p>	<p>students' understanding of cost terms and concepts considered key suggest that approximately 62% of the students scored 75% or better (final N=63). Accordingly, the criterion for this assessment has not been met. These results reflect a 5% increase from results reported for Spring 2015 and a continued increase in success rates. All examination questions were again problem type. Assessment included multiple questions on absorption costing vs direct costing, job costing, process costing, and standard costing. An analysis of the results suggest that students again earned their poorest scores on questions on job costing with only 54% of students scoring the minimum 75%. The knowledge results in this course remain consistently disappointing. We believe this is because the problems are generally considered difficult by students, are often changed from semester to semester, and require the student to demonstrate a conceptual as well as mechanical understanding of the concepts. We will stay the course and continue the problems approach. (05/25/2016)</p>	<p>better understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. During the upcoming semesters, we will be developing and implementing basic CATs to help us better understand the difference between what is being taught and what is being learned with the goal of improving assessment results. As teachers, we all too often assume that our students are learning what we are trying to teach only to be regularly faced with disappointing evidence to the contrary in the form of examination results less than expectations. These results suggest gaps in the learning between what is being taught and what is being learned. Finding these gaps at examination time is frequently too late in the process of learning to remedy the problems. Accordingly, we need better ways to monitor learning progress throughout the semester.</p> <p>Classroom assessment techniques (CATs) are formative assessments created, administered, and analyzed by teachers themselves on questions of teaching and learning in the context of their course and classroom. CATs are learner-centered, teacher-directed, mutually beneficial, formative, context-specific,</p>

Outcomes	Assessment Methods	Results	Actions
			<p>ongoing, and firmly rooted in good practice.</p> <p>CATs are simple tools used in the classroom for collecting data on student learning in order to improve it. Further, CATs are a dialogue between teacher and student that can be a link between our expectations as teachers and the how, what, and when of student learning. CATs can span the gap between what is taught and what is learned. As such, they may hold the key to improved summative assessment results for the knowledge component.</p> <p>(05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met  Spring 2015 Results. Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 57% of the students scored 75% or better (final N=56). Accordingly, the criterion for this assessment has not been met. These results reflect a 10% increase from results reported for Fall 2014. All examination questions were again problem type. Assessment included multiple questions on absorption costing vs direct costing, job costing, process costing, and standard costing. An analysis of the results suggest that although students earned their poorest scores on questions on job costing with only 49% of students meeting the minimum 75% and absorption costing vs direct costing with only 52% of students meeting the 75% minimum, these scores were substantially improved over those reported for Fall 2014. Students again scored their best on process costing with 76% of students meeting the 75% minimum. The knowledge results in this course remain consistently disappointing. This may be because the problems are</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. The Spring 2015 results suggest that the knowledge component was met in only three of the seven courses assessed. Further, there generally seems to be no trend or pattern to the results. Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student preparation, attendance, and class participation. Motivational quizzes (15 minutes) administered</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		generally considered difficult by students and are often changed from semester to semester. They require the student to demonstrate a conceptual as well as mechanical understanding of the concepts. We will stay the course and continue the problems approach. (09/30/2015)	weekly in selected courses during the Fall 2014 and Spring 2015 semesters have had a de minimis impact on assessment results. We believe that the nature of the questions asked could be confounding our results. Although simple tests of knowledge can be handled by questions requiring simple memorization, upon review of some questions, correct solutions require higher order thought processes. Accordingly, these questions test a student's higher order cognitive skills as well as knowledge. Beginning in Fall 2015, examinations in AC303 will be modified to include two questions per selected topics. The assessment question will be structured to test knowledge only and require lower order cognitive processes. The current type questions, requiring higher order skills, will continue to be used but will not go to assessment results. This should provide a better matching of the assessment goal, knowledge, with the method. (09/30/2015)
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2014 Results. Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 47% of the students scored 75% or better (final N=54). These results reflect a 9% decrease from results reported for Spring 2014. Accordingly the criterion for this assessment has not been met. All examination questions remain problem type.</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. Further, there generally</p>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>Assessment included multiple questions on absorption costing vs direct costing, job costing, process costing, and standard costing. An analysis of the results suggest that students continue to earn their poorest scores on questions on job costing with only 30% of students meeting the minimum 75% and absorption costing vs direct costing with only 31% of students meeting the 75% minimum. Students scored their best on standard cost questions with 52% of students able to score 75% or better and process costing with 72% of students meeting the 75% minimum. The knowledge results in this course remain consistently disappointing. This may be because the problems are generally considered difficult by students and are often changed from semester to semester. They require the student to have a conceptual as well as mechanical understanding of the concepts. We will stay the course and continue the problems approach. (02/25/2015)</p>	<p>seems to be no trend or pattern to the results. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, we acknowledge that assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. The faculty has expressed concern about the effort our students spend reading the textbook assignments. Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student preparation, attendance, and class participation. Beginning with the fall 2014 semester and continuing into spring 2015, brief (10 min) quizzes are given weekly in cost accounting (ACC303). The impact of these quizzes, if any, is to be determined. Additionally, we are exploring other classroom assessment techniques (CATs) that might be used to inform our teaching effectiveness and/or possibly replace traditional assessment methods. (02/25/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2014 Results. Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 56% of the</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material,</p>

Outcomes	Assessment Methods	Results	Actions
		<p>students scored 75% or better. These results reflect a 18% increase from results reported for Fall 2013. Accordingly the criterion for this assessment has not been met. All examination questions remain problem type. Assessment included multiple questions on absorption costing vs direct costing, job costing, process costing, and standard costing. An analysis of the results suggest that students continue to earn their poorest scores on questions on job costing with only 29% of students meeting the minimum 75%. Student performance on questions on direct and absorption costing scored 63% reflecting a 22% increase from scores reported for Fall 2013. Students scored their best on standard cost questions with 73% of students able to score 75% or better. The knowledge results in this course remain consistently disappointing. This may be because the problems are generally considered difficult by students and are often changed from semester to semester. They require the student to have a conceptual as well as mechanical understanding of the concepts. We will stay the course and continue the problems approach. (10/30/2014)</p>	<p>assessment results of the selected topics continue to be disappointing for most accounting courses. Although we continue to strive to meet our assessment goals, we recognize that our discipline is a rigorous one. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we will be evaluating "knowledge" in each course and discussing alternative methods of defining and assessing accounting knowledge during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Fall 2013 Results. Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 38% of the students scored 75% or better. These results reflect a 15% decrease from results reported for Spring 2013. Accordingly the criterion for this assessment has not been met. All examination questions remain problem type. Assessment included multiple questions on absorption costing vs direct costing, job costing, process costing, and standard costing. An analysis of the results suggest that</p>	<p><b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally</p>

Outcomes	Assessment Methods	Results	Actions
		<p>students earned their poorest scores on questions on job costing with only 7% of students meeting the minimum 75%. Student performance on questions on direct and absorption costing scored 41%, approximately the same as reported for Spring 2013. This performance was particularly disappointing as students were assigned additional work on the topic after poor performance on the first exam and the topic was retested on the final exam. Results reflects both student attempts. The knowledge results in this course remain consistently disappointing. This may be because the problems are generally considered difficult by students and are often changed from semester to semester. They require the student to have a conceptual as well as mechanical understanding of the concepts. We will stay the course and continue the problems approach. (04/22/2014)</p>	<p>important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we are discussing alternative methods of defining and assessing accounting knowledge. In ACC 303 students were given the opportunity to retake assessment related examination questions that scored less than expectations. Those questions were given as take home problems, graded, and added to the original exam score. Further, those same topics were tested a final time by inclusion on the final examination. This approach seemed to have little impact on overall knowledge results. This approach will be tried again. (04/22/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2013 Results. Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 53% of the students scored 75% or better. These results reflect a 6% increase from results reported for Fall 2012. Accordingly the criterion for this assessment has not been met. All examination questions remain problem type. Assessment included multiple questions on absorption costing vs direct costing, job costing, process costing, and standard costing.</p>	<p><b>Actions:</b> We continue to report disappointing ?knowledge? results. Gains in one semester are lost the next. We are concerned that our definitions of ?knowledge? and how we assess may be at fault. A course assessment for an entire semester based on the results of nine multiple choice questions may not be appropriate. Further, if we</p>

Outcomes	Assessment Methods	Results	Actions
		<p>An analysis of the results suggest that students earned their poorest scores on questions on process costing with only 22% of students meeting the minimum 75%. Student performance on questions on direct and absorption costing scored 43%, a marked decline of 36% from fall 2012 reported results. Performance on the job costing questions was 64% of students earning a score of 75 or better reflecting an increase of 20%. Questions on standard costing reflected a 15% improvement over scores reported for fall 2012. The knowledge results in this course remain consistently disappointing. This may be because the problems are generally considered difficult by students and are often changed from semester to semester. They require the student to have a conceptual as well as mechanical understanding of the concepts. We will stay the course and continue the problems approach. (10/16/2013)</p>	<p>assume what we teach is relevant, then ?knowledge? should be based on the entire course content rather than a select group of terms or topics. Finally, our students, generally, pass our courses with a C or better. That seems inconsistent with assessment results. We continue to discuss and reconcile these issues at faculty meetings. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Fall 2012 Results. Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 47% of the students scored 75% or better. These results reflect a 3% decrease from results reported for Fall 2011. Accordingly the criterion for this assessment has not been met. All examination questions were again problem type. Assessment included one question on absorption costing vs direct costing, three questions on job costing, two questions on process costing, and three questions on standard costing. An analysis of the results suggest that students earned their poorest scores on questions on standard costing and process costing with only 37% and 30% of students, respectively, meeting the minimum 75%. Student performance on questions on direct and absorption costing scored 79%, a marked improvement from fall 2012 reported results. Performance on the job costing questions was 44% of students earning a score of 75 or better. The knowledge results in this course remain consistently disappointing. This may be because the problems are generally considered difficult by students. They require the student to have a conceptual as well as mechanical</p>	<p><b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we are discussing</p>

Outcomes	Assessment Methods	Results	Actions
		understanding of the concepts. We will stay the course and continue the problems approach. (04/24/2013)	alternative methods of defining and assessing accounting knowledge. (04/24/2013)
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Spring 2012 Results. Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 50% of the students scored 75% or better. These results are approximately the same as those reported for Fall 2011. Accordingly the criterion for this assessment has not been met. All examination questions were problem type. Assessment included one question on absorption costing vs direct costing, four questions on job costing, one question on process costing, and three questions on standard costing. An analysis of the results suggest that students earned their poorest scores on questions on standard costing with only 39% of students meeting the minimum 75%. Student performance on questions on direct and absorption costing scored 47%. Student performance on process costing was the highest with 70% of students earning a score of 75 or better. The knowledge results in this course are consistently disappointing. This may be because the problems are generally considered difficult by students. They require the student to have a conceptual as well as mechanical understanding of the concepts. We will stay the course and continue the problems approach. (11/13/2012)</p>	<p><b>Actions:</b> This course does not use multiple choice questions to assess knowledge. Despite disappointing results, we will continue to use problem types for assessment. (11/13/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> 1-Completed test (07/31/2012)</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2011 Results (N=99). Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 48% of the students scored 75% or better representing a decrease of 15% from the Fall 2010 results. Accordingly the criterion for</p>	<p><b>Actions:</b> The problems used to assess knowledge in this course are difficult. They are not multiple choice type questions. Accordingly, students need to demonstrate more than familiarity with a topic to be successful. More lecture time and problems</p>

Outcomes	Assessment Methods	Results	Actions
		<p>this assessment has not been met. An analysis of the results suggest that students earned their poorest scores on questions on job costing with only 21% of students meeting the minimum 75%. Student performance on questions on direct and absorption costing showed little change from the prior period with only 62% of students scoring 75% or better. Student performance on standard costing problems improved by 49% over last period with 65% of students scoring 75% or better. It seems that as one knowledge topic improves another declines. (03/28/2012)</p>	<p>will be used to reinforce these topics. (03/28/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2011 Results. Knowledge. Results of questions and problems administered on various examinations to assess students' understanding of cost terms and concepts considered key suggest that approximately 63% of the students scored 75% or better representing a modest increase over the Fall 2010 results. Accordingly the criterion for this assessment has not been met. An analysis of the results suggest that students understood the concepts of job and process costing with 80% and 90%, respectively, of the students scoring 75% or better on those problems. Student performance on questions on direct and absorption costing was poor with only 60% of students scoring 75% or better. The worst performance was on standard costing problems with only 16% of students scoring 75% or better. Variance analysis is central to this topic and requires more effort in the future. (07/18/2011)</p>	<p><b>Actions:</b> The material is being presented to the students in lecture and out-of-class assignments. Starting with the Fall 2011 semester, random quizzes will be added to the course to further reinforce certain topics. This decision is consistent with faculty observations suggesting the addition of quizzes and student evaluations asking for more graded opportunities. (09/26/2011)</p>
	<p><b>Embedded Course Assessment -</b>  Test questions in ACC301 (Intermediate 1).  Concepts measured:  1) conceptual framework  2) cash vs. accrual accounting  3) prior period adjustment  4) comprehensive income and inventory valuation.</p> <p><b>Criterion:</b> 75% of the students will be able to correctly answer 75% of</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Not Met  Fall 2015 Results. Knowledge. The knowledge component for this course was assessed using a series of multiple choice questions and 2 problems. The results of these questions suggest that approximately 33 % of our accounting majors/minors assessed were able to answer the questions correctly. Accordingly, the criterion for this assessment has not been met. Students earned their best scores on questions concerning the conceptual framework and cash vs. accrual accounting. The poorest performance was noted on inventory valuation. This was probably due to</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average or better understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. During the upcoming semesters, we will be developing and implementing basic CATs to help us better</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	<p>the questions related to these concepts.</p> <p><b>Schedule:</b> Every semester.</p>	<p>the new LCM principle. Although the new rule was discussed in class and clearly delineated to students, students may have relied on outdated textbook pages. A new edition of the textbook will be used in the fall and the inventory valuation questions will be repeated.</p> <p>(05/25/2016)</p>	<p>understand the difference between what is being taught and what is being learned with the goal of improving assessment results. As teachers, we all too often assume that our students are learning what we are trying to teach only to be regularly faced with disappointing evidence to the contrary in the form of examination results less than expectations. These results suggest gaps in the learning between what is being taught and what is being learned. Finding these gaps at examination time is frequently too late in the process of learning to remedy the problems. Accordingly, we need better ways to monitor learning progress throughout the semester.</p> <p>Classroom assessment techniques (CATs) are formative assessments created, administered, and analyzed by teachers themselves on questions of teaching and learning in the context of their course and classroom. CATs are learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.</p> <p>CATs are simple tools used in the classroom for collecting data on student learning in order to improve it. Further, CATs are a dialogue between teacher and</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>student that can be a link between our expectations as teachers and the how, what, and when of student learning. CATs can span the gap between what is taught and what is learned. As such, they may hold the key to improved summative assessment results for the knowledge component.</p> <p>(05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Inconclusive            Spring 2015. Knowledge. This course was taught by adjunct faculty this semester and, accordingly, no assessment results are reported. (10/18/2015)</p>	<p><b>Actions:</b> Assessment results for this course will again be reported for the fall 2015 semester when the course is taught by regular faculty. (10/18/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            Fall 2014 Results. Knowledge. The knowledge component for this course was assessed using a series of multiple choice questions. The results of these questions suggest that approximately 36% of our accounting majors assessed were able to answer the questions correctly. Accordingly, the criterion for this assessment has not been met. Students earned their best scores on questions concerning the conceptual framework and prior period adjustments. The poorest performance was noted on cash vs accrual accounting. (02/24/2015)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. Further, there generally seems to be no trend or pattern to the results. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, we acknowledge that assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. The faculty has expressed concern about the effort our students</p>



Outcomes	Assessment Methods	Results	Actions
			<p>spend reading the textbook assignments. Recent accounting education literature suggests the use of “daily motivational quizzes” as a means of increasing student preparation, attendance, and class participation. Beginning with the fall 2014 semester and continuing into spring 2015, brief (10 min) quizzes are given weekly in cost accounting (ACC303). The impact of these quizzes, if any, is to be determined. Additionally, we are exploring other classroom assessment techniques (CATs) that might be used to inform our teaching effectiveness and/or possibly replace traditional assessment methods. (02/24/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> 1-Completed  Spring 2014 Results. This course is generally not offered in the spring. Accordingly, no assessment results are reported. (10/30/2014)</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Fall 2013 Results. Knowledge/Technology. Comprehensive financial statement project. The project required students to complete a worksheet and prepare AJEs, CJE's, balance sheet, income statement, shareholder's equity, and a post closing trial balance. Grading rubrics were essentially unchanged. Approximately 51% of the students majoring in accounting obtained scores greater than 75% on the knowledge portion and approximately 65% earned grades of 75% or better on the technology portion. Student scores averaged 75% and 76% on the knowledge and technology portions, respectively. Accordingly, the criterion for this assessment has not been met. (04/22/2014)</p>	<p><b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we are discussing alternative methods of defining and assessing accounting knowledge. For example, in ACC 303 students were given the opportunity to retake assessment related examination questions that scored less than expectations. Those questions were given as take home problems, graded, and added to the original exam score. Further, those same topics were tested a final time by inclusion on the final examination. This approach seemed to have little impact on overall knowledge results. This approach will be tried again. (04/22/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2012 Results. Knowledge. The knowledge component for this course was assessed using a series of multiple choice questions. The results of these questions suggest that approximately 75% of our students (N=61) assessed were able to answer the questions correctly reflecting a decline of approximately 8% from results reported for fall 2011. Accordingly, the criterion for this assessment has been met. Questions on "inventory valuation" resulted in the poorest student performance. (04/24/2013)</p>	<p><b>Actions:</b> No action necessary as the criterion for this course has been met. (04/24/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> No action is required at this time. (03/28/2012)</p>

Outcomes	Assessment Methods	Results	Actions
		Fall 2011 Results. (N=84) Knowledge. The knowledge component for this course was assessed using a series of multiple choice questions and one problem. The results of these questions suggest that approximately 83% of our students assessed were able to answer the questions correctly. This is the first semester our knowledge goals for this course have been met. The question on "prior period adjustments" resulted in the poorest student performance with only 45% of the students able to answer correctly. Accordingly, the criterion for this assessment has been met. (03/28/2012)	
	<b>Embedded Course Assessment -</b> Test questions in ACC302 Intermediate Accounting II. Concepts measured: 1) Acquisition of Property, Plant and Equipment 2) Disposition of PP&E 3) Asset Impairment 4) Bond Amortization 5) Dillutive Securities 6) Investment in Debt & Equity Securities <b>Criterion:</b> 75% of the students will correctly answer 75% of the examination questions related to these terms. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive Fall 2015: Two sections of ACC302 were offered in fall taught by adjuncts. No assessment results were reported. (05/25/2016) <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met Spring 2015 Results. Knowledge. Results of the 13 multiple choice questions and two problems administered on 3 exams indicates that overall 66.5% of the 68 students answered the questions correctly on the knowledge component of the course reflecting an improvement of approximately 6% over the results reported for Spring 2014. Accordingly, the overall criterion for this assessment was not met. Lowest performance was again observed for bond amortization questions at 46.3% and investments in debt/equity securities questions at 48.0%. Exam questions were generated before considering the knowledge areas to be assessed thus no teaching to the assessment topics. Student success rates for 3 of the 6 topics assessed exceeded 80%. (09/25/2015)	<b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. The Spring 2015 results suggest that the knowledge component was met in only three of the seven courses assessed. Further, there generally seems to be no trend or pattern to the results. Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student preparation, attendance, and class participation. Motivational quizzes (15 minutes) administered weekly in selected courses during the Fall 2014 and Spring 2015

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>semesters have had a de minimis impact on assessment results. We believe that the nature of the questions asked could be confounding our results. Although simple tests of knowledge can be handled by questions requiring simple memorization, upon review of some questions, correct solutions require higher order thought processes. Accordingly, these questions test a student's higher order cognitive skills as well as knowledge. Beginning in Fall 2015, examinations in AC303 will be modified to include two questions per selected topics. The assessment question will be structured to test knowledge only and require lower order cognitive processes. The current type questions, requiring higher order skills, will continue to be used but will not go to assessment results. This should provide a better matching of the assessment goal, knowledge, with the method. (09/25/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Inconclusive  Fall 2014. Only one section of ACC302 was offered in fall taught by an adjunct. No assessment results were reported. (02/24/2015)</p>	<p><b>Actions:</b> Results of assessment will again be reported in the spring 2015 semester when taught by regular faculty. (10/18/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2014 Results. Knowledge. Results of the 15 multiple choice questions administered on 3 exams indicates that overall 59.9% of the 93 students (including 'night' class) answered the questions correctly on the knowledge</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of the selected</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>component of the course. Accordingly, the overall criterion for this assessment was not met. The 15 questions were all multiple choice. True/false questions were not used as they had been in the past. Lowest performance was observed for bond amortization questions at 46.2% and investments in debt/equity securities questions at 43.2%. Exam questions were generated before considering the knowledge areas to be assessed thus no teaching to the assessment topics. Student success rates exceeded 71% for the remaining 4 of the 6 topics assessed. (10/30/2014)</p>	<p>topics continue to be disappointing for most accounting courses. Although we continue to strive to meet our assessment goals, we recognize that our discipline is a rigorous one. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we will be evaluating "knowledge" in each course and discussing alternative methods of defining and assessing accounting knowledge during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Spring 2013 Results. Knowledge. Results of the objective questions administered on various examinations suggest that 70% of the students assessed answered the questions correctly on the knowledge component of the course reflecting a decrease of approximately 12% from results reported for spring 2012. Accordingly, the criterion for this assessment was not met. Students in two sections (n=55) were given 16 multiple choice and true/false type questions assessing their knowledge of six concepts. Students were additionally given two problems. Lowest performance was observed on the concepts of asset disposition and asset impairment. 80% of the students were able to score 75% or</p>	<p><b>Actions:</b> We continue to report disappointing ?knowledge? results. Gains in one semester are lost the next. We are concerned that our definitions of ?knowledge? and how we assess may be at fault. A course assessment for an entire semester based on the results of nine multiple choice questions may not be appropriate. Further, if we assume what we teach is relevant, then ?knowledge? should be based on the entire course</p>

Outcomes	Assessment Methods	Results	Actions
		better on the problem types. (10/16/2013)	content rather than a select group of terms or topics. Finally, our students, generally, pass our courses with a C or better. That seems inconsistent with assessment results. We continue to discuss and reconcile these issues at faculty meetings. (10/16/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2012 Results. Knowledge. Results of the objective questions administered on various examinations suggest that 82% of the students assessed answered the questions correctly on the knowledge component of the course. Accordingly, the criterion for this assessment was met. Students in three sections (n=104) were given 22 questions assessing their knowledge of six concepts. The questions were a mix of multiple choice and true/false types. Lowest performance was observed on the concepts of asset disposition and asset impairment with 58% and 54%, respectively, of students answering the questions correctly. (11/13/2012)	<b>Actions:</b> No action required as the criterion have been met. (11/13/2012)
	<b>Embedded Course Assessment -</b> Test Questions in ACC305 Intermediate Accounting III. Concepts measured: 1) Deferred Taxes 2) Revenue Recognition 3) Accounting for Pensions 4) Accounting for Leases 5) Accounting Changes 6) Cash Flow <b>Criterion:</b> 75% of the students will be able to correctly answer 75% of the questions related to these concepts. <b>Schedule:</b> Each semester the course is taught.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Fall 2015 Results. Knowledge. Results of the multiple choice and true/false questions administered suggest that 95% of the students assessed (N=40) were able to score 75% or better on the knowledge component of the course. These results suggest an increase of approximately 5% from the last reported results for Spring 2015. Accordingly, the criterion for this assessment was met. Material was tested in such a way that an entire examination score was utilized. (05/25/2016)	<b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)
		<b>Reporting Period:</b> 2014-2015	

Outcomes	Assessment Methods	Results	Actions
		<p><b>Result Type:</b> Criterion Met</p> <p>Spring 2015 Results. Knowledge. Results of the multiple choice, true/false, and problem-type questions administered on various examinations suggest that 90% of the students assessed (N=32) were able to score 75% or better on the knowledge component of the course. These results suggest an increase of approximately 23% from the last reported results of Fall 2014. Accordingly, the criterion for this assessment was met. Material was tested in such a way that entire examination scores utilized. (09/30/2015)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2014 Results. Knowledge. Results of the multiple choice, true/false, and problem-type questions administered on various examinations suggest that 67% of the students assessed (N=85) were able to score 75% or better on the knowledge component of the course. These results suggest a decrease of approximately 15% from the last reported results of Spring 2014. Accordingly, the criterion for this assessment was not met. There were three sections taught this semester by two professors. In some circumstances entire examinations were included in the reported results while in others individual questions were included. Generally, students earned their lowest scores on questions about the statement of cash flows. (02/24/2015)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. Further, there generally seems to be no trend or pattern to the results. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, we acknowledge that assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. The faculty has expressed concern about the effort our students</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>spend reading the textbook assignments. Recent accounting education literature suggests the use of “daily motivational quizzes” as a means of increasing student preparation, attendance, and class participation. Beginning with the fall 2014 semester and continuing into spring 2015, brief (10 min) quizzes are given weekly in cost accounting (ACC303). The impact of these quizzes, if any, is to be determined. Additionally, we are exploring other classroom assessment techniques (CATs) that might be used to inform our teaching effectiveness and/or possibly replace traditional assessment methods. (02/24/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014 Results. Knowledge. Results of the multiple choice and true/false questions administered on various examinations suggest that 82% of the students assessed (N=28) were able to score 75% or better on the knowledge component of the course. These results suggest a decrease of approximately 9% from the last reported results of Fall 2013. Accordingly, the criterion for this assessment was met. There was only one section taught this semester. In some circumstances entire examinations were included in the reported results while in others individual questions were included. (10/30/2014)</p>	<p><b>Actions:</b> Although we are pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we plan to review the assessment competencies that are routinely met on a course by course basis during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2013 Results. Knowledge. Results of the multiple choice and true/false questions administered on various</p>	<p><b>Actions:</b> No action is required at this time as criterion was met. We will continue to monitor results of this measure. (04/22/2014)</p>



Outcomes	Assessment Methods	Results	Actions
		<p>examinations suggest that 91% of the students assessed (N=86) were able to score 75% or better on the knowledge component of the course. These results suggest an increase of approximately 8% from the last reported results of Fall 2012. Accordingly, the criterion for this assessment was met. These courses were taught by two instructors. In some circumstances entire examinations were included in the reported results while in others individual questions were included. (04/22/2014)</p> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2012 Results. Knowledge. Results of the multiple choice and true/false questions administered on various examinations suggest that 83% of the students assessed (N=90) were able to score 75% or better on the knowledge component of the course. These results suggest an increase of approximately 5% from the last reported results of Fall 2010. Accordingly, the criterion for this assessment was met. These courses were taught by two instructors. In some circumstances entire examinations were included in the reported results while in others individual questions were included. (04/30/2013)</p>	<p><b>Actions:</b> No action is required at this time as criterion has been met. (04/30/2013)</p>
	<p><b>Embedded Course Assessment -</b>  Test Questions in ACC401 Auditing.  Concepts measured:  1) Generally accepted auditing standards  2) Quality control standards  3) Assertions  4) Audit risk  5) Evidence  6) Internal controls  7) Audit completion  8) Audit opinions  <b>Criterion:</b> 75% of the students will be able to correctly answer 75% of the questions related to these concepts.  <b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Not Met  Fall 2015 Results. Knowledge. Results of the objective questions (N=10) administered on various examinations suggest that 60 % of the students assessed (Final N=65) answered the questions correctly on the knowledge component of the course. The criterion for this assessment was not met. Student performance was the worst on questions pertaining to quality control standards, assertions, audit risk, and evidence. (05/25/2016)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average or better understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. During the upcoming semesters, we will be developing and implementing basic CATs to help us better understand the difference between what is being taught and what is being learned with the goal of improving assessment results. As teachers, we all too often assume that our students</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>are learning what we are trying to teach only to be regularly faced with disappointing evidence to the contrary in the form of examination results less than expectations. These results suggest gaps in the learning between what is being taught and what is being learned. Finding these gaps at examination time is frequently too late in the process of learning to remedy the problems. Accordingly, we need better ways to monitor learning progress throughout the semester.</p> <p>Classroom assessment techniques (CATs) are formative assessments created, administered, and analyzed by teachers themselves on questions of teaching and learning in the context of their course and classroom. CATs are learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.</p> <p>CATs are simple tools used in the classroom for collecting data on student learning in order to improve it. Further, CATs are a dialogue between teacher and student that can be a link between our expectations as teachers and the how, what, and when of student learning. CATs can span the gap between what is taught and what is learned. As</p>

Outcomes	Assessment Methods	Results	Actions
			<p>such, they may hold the key to improved summative assessment results for the knowledge component. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            Spring 2015 Results. Knowledge. Results of the objective questions (N=10) administered on various examinations suggest that 66% of the students assessed (Final N=35) answered the questions correctly on the knowledge component of the course reflecting another modest increase of 4% from the results reported for the Fall 2014 semester. The criterion for this assessment was not met. Student performance failed to meet expectations on questions pertaining to quality control standards, assertions, audit risk, internal control and evidence.            (09/30/2015)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. The Spring 2015 results suggest that the knowledge component was met in only three of the seven courses assessed. Further, there generally seems to be no trend or pattern to the results.</p> <p>Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student preparation, attendance, and class participation. Motivational quizzes (15 minutes) administered weekly in selected courses during the Fall 2014 and Spring 2015 semesters have had a de minimis impact on assessment results. We believe that the nature of the questions asked could be confounding our results. Although simple tests of knowledge can be handled by questions requiring simple memorization, upon review of some questions, correct solutions require higher order thought</p>

Outcomes	Assessment Methods	Results	Actions
			<p>processes. Accordingly, these questions test a student's higher order cognitive skills as well as knowledge. Beginning in Fall 2015, examinations in ACC303 will be modified to include two questions per selected topics. The assessment question will be structured to test knowledge only and require lower order cognitive processes. The current type questions, requiring higher order skills, will continue to be used but will not go to assessment results. This should provide a better matching of the assessment goal, knowledge, with the method. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            Fall 2014 Results. Knowledge. Results of the objective questions (N=10) administered on various examinations suggest that 62% of the students assessed (Final N=53) answered the questions correctly on the knowledge component of the course reflecting a modest 4% increase from the results reported for the spring 2014 semester. The criterion for this assessment was not met. Student performance failed to meet expectations on questions pertaining to GAAS, quality control standards, assertions, and evidence. (02/24/2015)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. Further, there generally seems to be no trend or pattern to the results. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, we acknowledge that assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. The faculty has expressed concern</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>about the effort our students spend reading the textbook assignments. Recent accounting education literature suggests the use of “daily motivational quizzes” as a means of increasing student preparation, attendance, and class participation. Beginning with the fall 2014 semester and continuing into spring 2015, brief (10 min) quizzes are given weekly in cost accounting (ACC303). The impact of these quizzes, if any, is to be determined. Additionally, we are exploring other classroom assessment techniques (CATs) that might be used to inform our teaching effectiveness and/or possibly replace traditional assessment methods. (02/24/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2014 Results. Knowledge. Results of the objective questions (N=10) administered on various examinations suggest that 58 % of the students assessed (Final N=30) answered the questions correctly on the knowledge component of the course reflecting a modest 2% decrease from the results reported for the fall 2013 semester. The criterion for this assessment was not met. A review of the results again suggests that student performance was acceptable (greater than 75%) in the areas of internal control, legal liability, audit completion and opinions. Student performance was the worst on questions pertaining to GAAS and quality control standards. (10/30/2014)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. Although we continue to strive to meet our assessment goals, we recognize that our discipline is a rigorous one. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are</p>

Outcomes	Assessment Methods	Results	Actions
			<p>often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we will be evaluating "knowledge" in each course and discussing alternative methods of defining and assessing accounting knowledge during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Fall 2013 Results. Knowledge. Results of the objective questions (N=10) administered on various examinations suggest that 60 % of the students assessed (Final N=37) answered the questions correctly on the knowledge component of the course reflecting a 6% decrease from the results reported for the Spring, 2013 semester. The criterion for this assessment was not met. A review of the results suggest that student performance was acceptable in the areas of internal control, legal liability, audit completion and opinions. Student performance was the worst on questions pertaining to GAAS and quality control standards. (04/22/2014)</p>	<p><b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we will discuss in Spring 2014 alternative methods of defining and assessing accounting knowledge. For</p>

Outcomes	Assessment Methods	Results	Actions
			<p>example, in ACC 303 students were given the opportunity to retake assessment related examination questions that scored less than expectations. Those questions were given as take home problems, graded, and added to the original exam score. Further, those same topics were tested a final time by inclusion on the final examination. This approach seemed to have little impact on overall knowledge results. This approach will be tried again. (04/22/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Spring 2013 Results. Knowledge. Results of the objective questions (N=10) administered on various examinations suggest that 66 % of the students assessed (Final N=35) answered the questions correctly on the knowledge component of the course reflecting a 8% increase from the results reported for the Fall, 2012 semester. The criterion for this assessment was not met. A review of the results suggest that student performance was acceptable in the areas of audit risk, internal control, legal liability, audit completion and opinions. Student performance was again the worst on questions pertaining to GAAS, quality control standards, and assertions. One question was added in the area of audit completion. (10/16/2013)</p>	<p><b>Actions:</b> We continue to report disappointing ?knowledge? results. Gains in one semester are lost the next. We are concerned that our definitions of ?knowledge? and how we assess may be at fault. A course assessment for an entire semester based on the results of nine multiple choice questions may not be appropriate. Further, if we assume what we teach is relevant, then ?knowledge? should be based on the entire course content rather than a select group of terms or topics. Finally, our students, generally, pass our courses with a C or better. That seems inconsistent with assessment results. We continue to discuss and reconcile these issues at faculty meetings. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p>	<p><b>Actions:</b> While the majority of</p>

Outcomes	Assessment Methods	Results	Actions
		<p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2012 Results. Knowledge. Results of the objective questions (N=9) administered on various examinations suggest that 58 % of the students assessed (Final N=63) answered the questions correctly on the knowledge component of the course reflecting a 4% increase from the results reported for the Spring, 2012 semester. The criterion for this assessment was not met. A review of the results suggest that student performance was acceptable in the areas of internal control and audit completion with all other areas not meeting expectations. Student performance was the worst on questions pertaining to GAAS, quality control standards, and assertions. There were no questions changed or modified this semester. (04/24/2013)</p>	<p>students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we are discussing alternative methods of defining and assessing accounting knowledge. (04/24/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Spring 2012 Results. Knowledge. Results of the objective questions (N=9) administered on various examinations suggest that 54 % of the students assessed (Final N=9) answered the questions correctly on the knowledge component of the course reflecting a 2% decrease from the results reported for the Fall, 2011 semester. The criterion for this assessment was not met. A review of the results suggest that student performance was acceptable in the areas of evidence and audit completion with all other areas not meeting expectations. There were no questions changed or modified this semester. (11/13/2012)</p>	<p><b>Actions:</b> Results of knowledge assessment in this course continue to fall short of expectations despite efforts to concentrate class time on topics. Consideration is being given to methods of assessing. Typically, knowledge is assessed through selected multiple choice questions. These may be confounding the results as students typically do not do well on multiple choice type questions. (11/13/2012)</p>



Outcomes	Assessment Methods	Results	Actions
	<p><b>Embedded Course Assessment -</b> Test Questions in ACC420 (Information Systems). Concepts include:</p> <ol style="list-style-type: none"> <li>1) Systems development life cycle</li> <li>2) Internal control environment</li> <li>3) Transaction processing system</li> <li>4) Data flow diagrams</li> <li>5) Data vs information</li> <li>6) Documentation</li> </ol> <p><b>Criterion:</b> 75% of the students will score 75% or better on the questions related to these concepts.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results. Knowledge. The ACC320 students (N=97) were given multiple choice questions covering the various topics on 2 examinations. The results of the assessments suggest that 78% of the students were able to answer the questions correctly. Accordingly, the criterion for this assessment was met. These results are a slight improvement over Spring 2015. Students failed to meet expectations on 3 of the 6 questions being assessed regarding the internal control environment, transaction processing systems, and understanding the difference between data and information. (05/25/2016)</p>	<p><b>Actions:</b> To insure continuous improvement:</p> <p>Assign Group Presentations on current topics</p> <p>-- Reassess topics and add two new topics</p> <p>--Take time out of the first class for students to select group topic</p> <ul style="list-style-type: none"> <li>• Focus more on the Internal Control topics and definitions</li> <li>• Relate Internal Control topics to the Systems Understanding Aid</li> <li>• Stress the difference between "data", "information" and "knowledge"</li> <li>• Focus on the objectives of the processes</li> <li>• Assign homework related to processes</li> <li>• Complete in-class case related to internal controls</li> <li>• Spend more time going over details of the Systems Understanding Aid. Focus on completing the worksheet and financial statements. (05/25/2016)</li> </ul>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2015 Results. Knowledge. The ACC320 students (N=68) were given multiple choice questions covering the various topics on 2 examinations. There were no changes made to the questions from those used in the previous semesters. The results of the assessments suggest that again 76% of the students were able to answer the questions correctly. Accordingly, the criterion for this assessment was met. These results are the same as those reported for Fall 2014. Students failed to meet</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we</p>

Outcomes	Assessment Methods	Results	Actions
		expectations on 2 of the 6 questions being assessed regarding the internal control environment and transaction processing systems. (09/30/2015)	continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2014 Results. Knowledge. The ACC420 students (N=67) were given multiple choice questions covering the various topics on 2 examinations. There were no changes made to the questions from those used in the previous semesters. The results of the assessments suggest that 76% of the students were able to answer the questions correctly. Accordingly, the criterion for this assessment was met. These results, however, suggest a 22% decrease from those reported for spring 2014. Students failed to meet expectations on questions regarding the internal control environment and transaction processing systems. (02/26/2015)</p>	<p><b>Actions:</b> Although we continue to be pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met on a course by course basis. Assessments of "team" and "oral" presentations generally rank high. Accordingly, in spring 2015 semester, and on a test basis, we plan to have these assessment related presentations observed and graded a second time by another faculty member. (02/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2014 Results. Knowledge. The ACC420 students (N=66) were given multiple choice questions covering the various topics on 2 examinations. There were no changes made to the questions from those used in the previous semesters. The results of the assessments suggest that 98% of the students were able to answer the questions correctly. Accordingly, the criterion for this assessment was met. These results suggest a 22% increase from those reported for fall 2013. (10/30/2014)</p>	<p><b>Actions:</b> Although we are pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we plan to review the assessment</p>

Outcomes	Assessment Methods	Results	Actions
			competencies that are routinely met on a course by course basis during the fall 2014 semester. (10/30/2014)
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2013 Results. Knowledge. The ACC420 students (N=67) were given multiple choice questions (n=6) covering the various topics. There were no changes made to the questions from those used in the previous semesters. The results of the assessments suggest that 76 % of the students were able to answer the questions correctly. Accordingly, the criterion for this assessment was met. Student scores were below expectations for three of the six concept questions. (04/22/2014)</p>	<p><b>Actions:</b> No action required at this time as the criterion was met. We will continue to monitor the results of this measure given the closeness to the acceptable level of 75%. (04/22/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2012 Results. Knowledge. The ACC420 students (N=56) were given multiple choice questions (n=6) covering the various topics. There were no changes made to the questions from those used in the Fall 2011 semester. The results of the assessments suggest that 79 % of the students were able to answer the questions correctly. Accordingly, the criterion for this assessment was met. These results reflect a slight 2% decrease from those reported for the Fall 2011 semester. Student scores were below expectations for two of the six concept questions. (11/13/2012)</p>	<p><b>Actions:</b> No action is required as criterion has been met. (11/13/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2011 Results. Knowledge. The ACC420 students (N=28) were given multiple choice questions covering the various topics. The 28 students assessed were able to answer approximately 81% of the questions correctly. Accordingly, the criterion for this assessment was met. Students again had the greatest difficulty with questions on data vs information with only 71% of the students able to answer the question correctly. Further, only 68% of the students were able to answer the question on documentation correctly. (03/28/2012)</p>	<p><b>Actions:</b> No action is required at this time. (03/28/2012)</p>

Outcomes	Assessment Methods	Results	Actions
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2011 Results. Knowledge. Both sections of ACC420 were given multiple choice questions covering the various topics. The 59 students assessed were able to answer approximately 75% of the questions correctly reflecting an increase of approximately 11% over results reported for the previous semester. Accordingly, the criterion for this assessment was met. Students had the greatest difficulty with questions on data vs information with only 32% of the students able to answer the question correctly. (07/19/2011)</p>	<p><b>Actions:</b> The results suggest the criterion have been met. Accordingly, no action is needed at this time. (09/26/2011)</p>
	<p><b>Embedded Course Assessment -</b>  Test questions in ACC407 (Not for Profit and Governmental Accounting). Concepts measured:</p> <ol style="list-style-type: none"> <li>1) GASB</li> <li>2) Fund</li> <li>3) Accrual Basis</li> <li>4) Modified Accrual Basis</li> <li>5) Cash Basis</li> <li>6) Encumbrance</li> <li>7) Budget</li> <li>8) Available</li> <li>9) Fund Financial Statements</li> <li>10) Government-wide Financial Statments</li> </ol> <p><b>Criterion:</b> 75% of the students will score 75 or better on questions related to these concepts.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2015 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the Fall 2015 semester. The results of the assessment suggest that of the students assessed (N=61), 48% were able to answer 75% of the questions correctly. The criterion for this assessment has not been met. (05/25/2016)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average or better understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. During the upcoming semesters, we will be developing and implementing basic CATs to help us better understand the difference between what is being taught and what is being learned with the goal of improving assessment results. As teachers, we all too often assume that our students are learning what we are trying to teach only to be regularly faced with disappointing evidence to the contrary in the form of examination results less than expectations. These results suggest gaps in the learning between what is being taught and what is being learned. Finding these gaps at examination time is frequently too late in the process</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>of learning to remedy the problems. Accordingly, we need better ways to monitor learning progress throughout the semester.</p> <p>Classroom assessment techniques (CATs) are formative assessments created, administered, and analyzed by teachers themselves on questions of teaching and learning in the context of their course and classroom. CATs are learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.</p> <p>CATs are simple tools used in the classroom for collecting data on student learning in order to improve it. Further, CATs are a dialogue between teacher and student that can be a link between our expectations as teachers and the how, what, and when of student learning. CATs can span the gap between what is taught and what is learned. As such, they may hold the key to improved summative assessment results for the knowledge component. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met  Spring 2015 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the Spring 2015 semester. Although the mean scores earned were approximately 74</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material,</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>and 81 for the two sections, the results of the assessment suggest that of the students assessed (N=58), 71% were able to answer 75% of the questions correctly reflecting a modest increase of approximately 6% from results reported for Fall 2014. Although the average scores earned were satisfactory, the criterion for this assessment has not been met. (09/30/2015)</p>	<p>assessment results of selected knowledge topics continue to be disappointing for most accounting courses. The Spring 2015 results suggest that the knowledge component was met in only three of the seven courses assessed. Further, there generally seems to be no trend or pattern to the results.</p> <p>Recent accounting education literature suggests the use of “daily motivational quizzes” as a means of increasing student preparation, attendance, and class participation. Motivational quizzes (15 minutes) administered weekly in selected courses during the Fall 2014 and Spring 2015 semesters have had a de minimis impact on assessment results. We believe that the nature of the questions asked could be confounding our results. Although simple tests of knowledge can be handled by questions requiring simple memorization, upon review of some questions, correct solutions require higher order thought processes. Accordingly, these questions test a student’s higher order cognitive skills as well as knowledge. Beginning in Fall 2015, examinations in ACC303 will be modified to include two questions per selected topics. The assessment question will be structured to test knowledge only and require lower order cognitive processes. The current type</p>

Outcomes	Assessment Methods	Results	Actions
			<p>questions, requiring higher order skills, will continue to be used but will not go to assessment results. This should provide a better matching of the assessment goal, knowledge, with the method. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            Fall 2014 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the fall 2014 semester. Although the average scores earned were 79 and 74 for the two sections, the results of the assessment suggest that of the students assessed (N=57), 65% were able to answer 75% of the questions correctly reflecting a modest decrease of approximately 3% from results reported for spring 2014. Although the average scores earned were satisfactory, the criterion for this assessment has not been met. (02/24/2015)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. Further, there generally seems to be no trend or pattern to the results. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, we acknowledge that assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. The faculty has expressed concern about the effort our students spend reading the textbook assignments. Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student preparation, attendance, and class participation. Beginning with the fall 2014 semester and continuing into spring 2015, brief (10 min)</p>

Outcomes	Assessment Methods	Results	Actions
			quizzes are given weekly in cost accounting (ACC303). The impact of these quizzes, if any, is to be determined. Additionally, we are exploring other classroom assessment techniques (CATs) that might be used to inform our teaching effectiveness and/or possibly replace traditional assessment methods. (02/24/2015)
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Spring 2014 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the spring 2014 semester. Although the average scores earned were 79 and 81 for the two sections, the results of the assessment suggest that of the students assessed (N=63), 68% were able to answer 75% of the questions correctly reflecting a modest decrease of approximately 5% from results reported for fall 2014. Although the average scores earned were satisfactory, the criterion for this assessment has not been met. (10/30/2014)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. Although we continue to strive to meet our assessment goals, we recognize that our discipline is a rigorous one. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we will be evaluating "knowledge" in each course and discussing</p>



Outcomes	Assessment Methods	Results	Actions
			alternative methods of defining and assessing accounting knowledge during the fall 2014 semester. (10/30/2014)
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2013 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the Fall 2013 semester. Although the average scores earned were 77 and 82 for the two sections, the results of the assessment suggest that of the students assessed (N=56), 73% were able to answer 75% of the questions correctly reflecting an increase of approximately 23% from results reported for Spring 2013. Accordingly, despite the substantial improvement in scores, the criterion for this assessment has not been met. (04/22/2014)</p>	<p><b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we will discuss in Spring 2014 alternative methods of defining and assessing accounting knowledge. For example, In ACC 303 students were given the opportunity to retake assessment related examination questions that scored less than expectations. Those questions were given as take home problems, graded, and added to the original exam score. Further, those same topics were tested a</p>

Outcomes	Assessment Methods	Results	Actions
			<p>final time by inclusion on the final examination. This approach seemed to have little impact on overall knowledge results. This approach will be tried again. (04/22/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Spring 2013 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the Spring 2013 semester. Although the average scores earned were 69 and 73 for the two sections, the results of the assessment suggest that of the students assessed (N=64), 50% were able to answer the questions correctly reflecting a decrease of approximately 6% from results reported for Fall 2012. Accordingly, the criterion for this assessment has not been met. (10/16/2013)</p>	<p><b>Actions:</b> We continue to report disappointing ?knowledge? results. Gains in one semester are lost the next. We are concerned that our definitions of ?knowledge? and how we assess may be at fault. A course assessment for an entire semester based on the results of nine multiple choice questions may not be appropriate. Further, if we assume what we teach is relevant, then ?knowledge? should be based on the entire course content rather than a select group of terms or topics. Finally, our students, generally, pass our courses with a C or better. That seems inconsistent with assessment results. We continue to discuss and reconcile these issues at faculty meetings. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Fall 2012 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the Fall 2012 semester. Although the average score earned was a 76, the results of the assessment suggest that of the students assessed (N=62), 56% were able to answer 75% of the questions correctly. These results reflect a 13% decrease from the results reported for the Spring 2012 semester. Accordingly, the criterion for this assessment has not been met.</p>	<p><b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would</p>

Outcomes	Assessment Methods	Results	Actions
		(04/24/2013)	<p>have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we are discussing alternative methods of defining and assessing accounting knowledge. (04/24/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2012 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the Spring 2012 semester. The results of the assessment suggest that of the students assessed (N=61), 69% were able to answer 75% of the questions correctly. These results reflect a 7% decrease from the results reported for the Fall 2011 semester. Accordingly, the criterion for this assessment has not been met. Students again scored lowest on questions examining knowledge on the GASB, government-wide financial statements, and cash basis where only 70%, 49% and 65%, respectively, of the students could correctly answer the questions. (11/13/2012)</p>	<p><b>Actions:</b> Results of knowledge assessment in this course continue to fall short of expectations despite efforts to concentrate class time on topics. Consideration is being given to methods of assessing. Typically, knowledge is assessed through selected multiple choice questions. These may be confounding the results as students typically do not do well on multiple choice type questions. (11/13/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2011 Results. Knowledge. A total of nine multiple choice questions were again administered to assess terms and concepts in ACC407 during the Fall 2011 semester. The results of the assessment suggest that of the students assessed (N=57), 76% were able to answer 75% or better of the questions correctly. These results are about the same as those reported for the Spring 2011 semester.</p>	<p><b>Actions:</b> No action is required at this time. (03/28/2012)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>Accordingly, the criterion for this assessment has been met. Students again scored lowest on questions examining knowledge on the GASB, government-wide financial statements, and cash basis where only 70%, 49% and 65%, respectively, of the students could correctly answer the questions. (03/28/2012)</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Spring 2011 Results. Knowledge. A total of nine multiple choice questions were administered to assess terms and concepts in ACC407 during the Spring 2011 semester. The results of the assessment suggest that of the students assessed (N=54), 77% were able to answer 75% or better of the questions correctly. This compares favorably with the previous semester where only 46% of the students were able to answer 75% or more of the questions correctly. Accordingly, the criterion for this assessment has been met. Students scored lowest on questions examining knowledge on the GASB and government-wide financial statements where only 35% and 52%, respectively, of the students could correctly answer the questions. (07/19/2011)</p>	<p><b>Actions:</b> The results suggest the criterion have been met. Accordingly, no action is needed at this time. (09/26/2011)</p>
	<p><b>Embedded Course Assessment -</b>  Exam questions in ACC403 (Federal Taxation I). Concepts measured:</p> <ol style="list-style-type: none"> <li>1) Gross Income</li> <li>2) Adjusted Gross Income</li> <li>3) Taxable Income</li> <li>4) Exclusion</li> <li>5) Deduction</li> <li>6) Tax Credit</li> <li>7) Standard Deduction</li> <li>8) Itemized Deduction</li> <li>9) MACRS</li> </ol> <p><b>Criterion:</b> 75% of the students will score 75 or better on examination questions related to these terms.  <b>Schedule:</b> Every semester the course is taught.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Met  Fall 2015 Results. Knowledge. Results of the multiple choice questions administered on various examinations in ACC403 suggest that approximately 75% of the students assessed (Final N=133) answered the questions correctly on the knowledge component of the course. The criterion for this assessment (75%) was met. These results reflect a modest increase of 4% from results presented for Spring 2015. Student results met expectations on 4 of the 9 topics questioned ranging from 80% to 97%. Student performance was poorest on a question on MACRS depreciation where only 37% of students answered correctly. (05/25/2016)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met  Spring 2015 Results. Knowledge. Results of the multiple</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>choice questions administered on various examinations in ACC403 suggest that approximately 71% of the students assessed (Final N=23) answered the questions correctly on the knowledge component of the course. The criterion for this assessment (75%) was not met. These results reflect a modest decrease of 5% from results presented for Fall 2014. Student results met expectations on 4 of the 9 topics questioned ranging from 87% to 94%. Questions on deductions from AGI, MACRS depreciation and exclusions continued to be areas where students failed to achieve the 75% acceptable level. These topics will be covered more thoroughly and the questions will be reviewed for clarity. (09/30/2015)</p>	<p>better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. The Spring 2015 results suggest that the knowledge component was met in only three of the seven courses assessed. Further, there generally seems to be no trend or pattern to the results.</p> <p>Recent accounting education literature suggests the use of “daily motivational quizzes” as a means of increasing student preparation, attendance, and class participation. Motivational quizzes (15 minutes) administered weekly in selected courses during the Fall 2014 and Spring 2015 semesters have had a de minimis impact on assessment results. We believe that the nature of the questions asked could be confounding our results. Although simple tests of knowledge can be handled by questions requiring simple memorization, upon review of some questions, correct solutions require higher order thought processes. Accordingly, these questions test a student’s higher order cognitive skills as well as knowledge. Beginning in Fall 2015, examinations in ACC303 will be modified to include two questions per selected topics. The assessment question will be structured to test knowledge only</p>

Outcomes	Assessment Methods	Results	Actions
			and require lower order cognitive processes. The current type questions, requiring higher order skills, will continue to be used but will not go to assessment results. This should provide a better matching of the assessment goal, knowledge, with the method. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Fall 2014 Results. Knowledge. Results of the multiple choice questions administered on various examinations in ACC403 suggest that approximately 76% of the students assessed (Final N=113) answered the questions correctly on the knowledge component of the course. The criterion for this assessment (75%) was met. These results reflect a modest decrease from results presented for Fall 2013. Student results met expectations on 6 of the 9 topics questioned. Questions on deductions from AGI (51% answered correctly), MACRS depreciation (48% answered correctly) and exclusions (65% answered correctly) continued to be areas where students failed to achieve the 75% acceptable level. These topics will be covered more thoroughly and the questions will be reviewed for clarity. (02/24/2015)	<b>Actions:</b> Although we continue to be pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met on a course by course basis. Assessments of "team" and "oral" presentations generally rank high. Accordingly, in spring 2015 semester, and on a test basis, we plan to have these assessment related presentations observed and graded a second time by another faculty member. (02/24/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> 1-Completed Spring 2014 Results. This course is generally not offered in the spring. Accordingly, no assessment results are reported. (10/30/2014)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2013 - Results of the multiple choice questions	<b>Actions:</b> No action is required at this time as criterion was met.

Outcomes	Assessment Methods	Results	Actions
		<p>administered on various examinations in ACC403 suggest that approximately 78% of the students assessed (Final N=122) answered the questions correctly on the knowledge component of the course. The criterion for this assessment (75%) was met. These results reflect a modest increase of 5% from results presented for Fall 2012. Student results met expectations on 7 of the 9 topics questioned. Questions on deductions from AGI (56% answered correctly) and MACRS depreciation (46% answered correctly) continued to be areas where students failed to achieve the 75% acceptable level. These topics will be covered more thoroughly and the questions will be reviewed for clarity. (04/24/2014)</p>	<p>We will continue to monitor results of this measure. (04/24/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Fall 2012 Results. Knowledge. Results of the multiple choice questions administered on various examinations in ACC403 suggest that approximately 73% of the students assessed (N=124 final) answered the questions correctly on the knowledge component of the course. The criterion for this assessment (75%) was not met. These results reflect a modest decrease of 4% from results presented for Fall 2011. Questions on deductions from AGI (42% answered correctly) MACRS depreciation (42% answered correctly) and itemized deductions (69% answered correctly) continued to be areas where students failed to achieve the 75% acceptable level. These topics will be covered more thoroughly and the questions will be reviewed for clarity. (04/24/2013)</p>	<p><b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we are discussing alternative methods of defining and assessing accounting knowledge. (04/24/2013)</p>

Outcomes	Assessment Methods	Results	Actions
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2011 Results. Knowledge. Results of the multiple choice questions administered on various examinations in ACC403 suggest that approximately 77% of the students assessed (N=79 final) answered the questions correctly on the knowledge component of the course. The criterion for this assessment (75%) was met. Questions on deductions (54% answered correctly) MACRS depreciation (54% answered correctly) and itemized deductions (71% answered correctly) were again areas where students failed to achieve the 75% acceptable level. These topics will be covered more thoroughly and the questions will be reviewed for clarity. (03/26/2012)</p>	<p><b>Actions:</b> Questions on deductions (54% answered correctly) MACRS depreciation (54% answered correctly) and itemized deductions (71% answered correctly) were again areas where students failed to achieve the 75% acceptable level. These topics will be covered more thoroughly and the questions will be reviewed for clarity. (04/03/2012)</p>
	<p><b>Embedded Course Assessment -</b> Exam questions in ACC404 (Tax 2) measuring the following concepts:</p> <p>Sale of Personal Residence Like-kind Exchanges Sec 1231 1245 gains/losses Corp dividends received deduction Corp formation-exchanges for stock S Corp distributions Partnership formations</p> <p><b>Criterion:</b> 75% of the students will score 75 or better on questions related to these concepts.</p> <p><b>Schedule:</b> Every semester the course is taught.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Inconclusive</p> <p>Fall 2015. Only one section of ACC 404 was offered. This section was taught by an adjunct and not assessed. (05/25/2016)</p> <p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Spring 2015 Results. Knowledge. Results of questions administered (n=7) on various examinations to assess students' understanding of tax terms and concepts considered key suggest that approximately 70% of the students (N=61) answered the questions correctly reflecting another modest 3% increase from scores reported for the Spring 2014 semester. Accordingly the criterion for this assessment has not been met. An analysis of the results suggest that students generally failed to meet expectations on four of the seven questions administered. Scores on the remaining questions ranged from 77% to 97%. (09/30/2015)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. The Spring 2015 results suggest that the knowledge component was met in only three of the seven courses assessed. Further, there generally seems to be no trend or pattern to the results.</p> <p>Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student preparation, attendance, and class participation. Motivational</p>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>quizzes (15 minutes) administered weekly in selected courses during the Fall 2014 and Spring 2015 semesters have had a de minimis impact on assessment results. We believe that the nature of the questions asked could be confounding our results. Although simple tests of knowledge can be handled by questions requiring simple memorization, upon review of some questions, correct solutions require higher order thought processes. Accordingly, these questions test a student's higher order cognitive skills as well as knowledge. Beginning in Fall 2015, examinations in ACC303 will be modified to include two questions per selected topics. The assessment question will be structured to test knowledge only and require lower order cognitive processes. The current type questions, requiring higher order skills, will continue to be used but will not go to assessment results. This should provide a better matching of the assessment goal, knowledge, with the method. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Inconclusive  Fall 2014. This course was not offered in the fall semester. Accordingly, no assessment results are reported. (02/24/2015)</p>	<p><b>Actions:</b> Assessment results for this course will again be reported in spring 2015 when the course is next scheduled to be offered. (10/18/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2014 Results. Knowledge. Results of questions</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>administered (n=7) on various examinations to assess students' understanding of tax terms and concepts considered key suggest that approximately 67% of the students (N=67) answered the questions correctly reflecting a modest 2% increase from scores reported for the Spring 2013 semester. Accordingly the criterion for this assessment has not been met. An analysis of the results suggest that students generally performed above expectations on two of the seven questions. Scores on the remaining questions were above 50%. (10/30/2014)</p>	<p>better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. Although we continue to strive to meet our assessment goals, we recognize that our discipline is a rigorous one. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we will be evaluating "knowledge" in each course and discussing alternative methods of defining and assessing accounting knowledge during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2013 Results. Knowledge. Results of questions administered (n=7) on various examinations to assess students' understanding of tax terms and concepts considered key suggest that approximately 65% of the students (N=95) answered the questions correctly reflecting a 10% decrease from scores reported for the Spring 2012 semester. Accordingly the criterion for this assessment has not been met. An analysis of the results suggest that students generally performed above expectations on two of</p>	<p><b>Actions:</b> We continue to report disappointing ?knowledge? results. Gains in one semester are lost the next. We are concerned that our definitions of ?knowledge? and how we assess may be at fault. A course assessment for an entire semester based on the results of nine multiple choice questions may not</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		the seven questions. (10/16/2013)	be appropriate. Further, if we assume what we teach is relevant, then ?knowledge? should be based on the entire course content rather than a select group of terms or topics. Finally, our students, generally, pass our courses with a C or better. That seems inconsistent with assessment results. We continue to discuss and reconcile these issues at faculty meetings. (10/16/2013)
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2012 Results. Knowledge. Results of questions administered (n=7) on various examinations to assess students' understanding of tax terms and concepts considered key suggest that approximately 75% of the students (N=65) answered the questions correctly reflecting a 3% increase from scores reported for the Spring 2011 semester. Accordingly the criterion for this assessment has been met. An analysis of the results suggest that students generally performed above expectations on four of the seven questions. They continue to have difficulty with like-kind exchanges (63%), and distributions from S Corporations (58%). (11/13/2012)</p>	<p><b>Actions:</b> No action required as the criterion was met. (11/13/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Spring 2011 Results. Knowledge. Results of questions administered on various examinations to assess students' understanding of tax terms and concepts considered key suggest that approximately 72% of the students (N=105) answered the questions correctly. Accordingly the criterion for this assessment has not been met. An analysis of the results suggest that students generally had difficulty with gains and losses associated with like-kind exchanges (61%); Section 1231 and 1245 (65%); and distributions from S Corporations (52%). (09/25/2011)</p>	<p><b>Actions:</b> The semester results were very close to our targeted 75%. The tax instructors are reviewing the questions for clarity. (09/25/2011)</p>
	<b>Embedded Course Assessment -</b>	<b>Reporting Period:</b> 2015-2016	<b>Actions:</b> Although pleased with

Outcomes	Assessment Methods	Results	Actions
	<p>Test questions in ACC405 (Advanced Accounting). Concepts measured:</p> <ol style="list-style-type: none"> <li>1) Segment &amp; interim reporting</li> <li>2) Corporation in financial difficulty</li> <li>3) Partnership accounting</li> <li>4) Corporate acquisitions</li> <li>5) Investments &amp; Interests</li> <li>6) Consolidation</li> </ol> <p><b>Criterion:</b> 75% of the students will score 75 or better on examination questions related to the concepts.</p> <p><b>Schedule:</b> Each semester course is offered.</p>	<p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results. Knowledge. Results of a multiple choice examination administered to students testing consolidating entries, eliminating entries, and three part consolidating worksheets suggest that approximately 90% of students assessed (N=38) scored better than 75%. Accordingly, the criterion for this assessment has been met. (05/25/2016)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2015 Results. Knowledge. Results of a multiple choice / problem type examinations administered to students requiring them to prepare consolidating entries, eliminating entries, and three part consolidating worksheets suggest that approximately 90% of students assessed (N=60) scored better than 75% reflecting a slight decrease of 4% from scores reported for Fall 2014. Accordingly, the criterion for this assessment has been met. (09/30/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2014 Results. Knowledge. Results of a multiple choice / problem type exam administered to students requiring them to prepare consolidating entries, eliminating entries, and three part consolidating worksheets suggest that approximately 94% of students (05/27/2015)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015</p>	<p>the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)</p> <hr/> <p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)</p> <hr/>

Outcomes	Assessment Methods	Results	Actions
		<p><b>Result Type:</b> Criterion Not Met</p> <p>Spring 2014 Results. Knowledge. Results of a problem type exam administered to students requiring them to prepare consolidating entries, eliminating entries, and three part consolidating worksheets suggest that 59% of students assessed (N=58) scored bet (10/30/2014)</p>	
<p><b>Business Tools and Processes -</b> Students will identify and appropriately apply the quantitative methods and business tools and processes used to analyze accounting problems.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> General Education Goal, Learning</p>	<p><b>Embedded Course Assessment -</b> Students prepare financial statements using spreadsheet software in ACC 420 (Accounting Systems).</p> <p><b>Criterion:</b> 75% of the students will score a 75% or higher on each area of the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 results. Technology. The project utilized in this assessment is a comprehensive accounting problem requiring each student to set-up, enter transactions, and prepare accounting records including financial statements for an enterprise using the Quickbooks software package. The completed projects were evaluated based on each student's proficiency with the basic system setup, and the four Quickbooks functions of banking, vendor, sales, and payroll. The semester results suggest that 95% of the students (N=97) were able to score a 75% or better on the project. Accordingly, the criterion for this assessment was met. (05/25/2016)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2015 results. Technology. The project utilized in this assessment is a comprehensive accounting problem requiring each student to set-up, enter transactions, and prepare accounting records including financial statements for an enterprise using the Quickbooks software package. The completed projects were evaluated based on each student's proficiency with the basic system setup, and the four Quickbooks functions of banking, vendor, sales, and payroll. The semester results suggest that 98% of the students (N=68) were able to score a 75% or better on the project. Accordingly, the criterion for this assessment was met. (09/30/2015)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p>	<p><b>Actions:</b> Assessment results will</p>

Outcomes	Assessment Methods	Results	Actions
		<p><b>Result Type:</b> Inconclusive</p> <p>Fall 2014 Results. Technology. No results were reported for this semester. (02/26/2015)</p>	<p>again be reported for this criterion when the course is offered in the spring 2015 semester. (10/18/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2014 results. Technology. The project utilized in this assessment is a comprehensive accounting problem requiring each student to set-up, enter transactions, and prepare accounting records including financial statements for an enterprise using the Quickbooks software package. The completed projects were evaluated based on each student's proficiency with the basic system setup, and the four Quickbooks functions of banking, vendor, sales, and payroll. The semester results suggest that 100% of the students (N=66) were able to score a 75% or better on the project. Accordingly, the criterion for this assessment was met for the spring semester. (10/30/2014)</p>	<p><b>Actions:</b> Although we are pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we plan to review the assessment competencies that are routinely met on a course by course basis during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Spring 2012 results. Technology. The project utilized in this assessment is a comprehensive accounting problem requiring each student to set-up, enter transactions, and prepare accounting records including financial statements for an enterprise using the Quickbooks software package. The completed projects were evaluated based on each student's proficiency with the basic system setup, and the four Quickbooks functions of banking, vendor, sales, and payroll. An average score of 82% across the five categories suggest proficiency with Quickbooks. However, the semester results suggest that 61% of the students (N=56) were able to score a 75% or better on the project, reflecting a 10% decrease in scores from those reported for Fall 2011. Accordingly, the criterion for this assessment was not met for the spring semester. (11/13/2012)</p>	<p><b>Actions:</b> The project due dates will be restructured such that feedback on progress can be provided to students as they proceed through the project. This change should result in better understanding of the project and, accordingly, better results. (11/13/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2011 results. Technology. The project utilized in this</p>	<p><b>Actions:</b> This semester's results need to be evaluated as to the</p>

Outcomes	Assessment Methods	Results	Actions
		<p>assessment is a comprehensive accounting problem requiring each student to set-up, enter transactions, and prepare accounting records including financial statements for an enterprise using the Quickbooks software package. The completed projects were evaluated based on each student's proficiency with the basic system setup, and the four Quickbooks functions of banking, vendor, sales, and payroll. An average score of 82% across the five categories suggest proficiency with Quickbooks. However, the semester results suggest that 71% of the students (N=28) were able to score a 75% or better on the project. Accordingly, the criterion for this assessment was not met for the fall semester. (03/26/2012)</p>	<p>root causes of the result; are the issues Quickbooks related or debit/credit/accounting related. These results are to be discussed at accounting faculty assessment meeting. (03/26/2012)</p>
	<p><b>Embedded Course Assessment -</b> Students prepare a basic excel assignment on credits/ debits in ACC 301 (Intermediate Accounting I). <b>Criterion:</b> 75% of students will score a good or higher on each area of the rubric. <b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met Fall 2015 Results. Knowledge/Technology. Comprehensive financial statement project. The project required students to complete a worksheet and prepare AJEs, CJE's, balance sheet, income statement, shareholder's equity, and a post closing trial balance. Unlike in prior years when students were graded as either 100% correct or 0, for fall 2015 the grading was done using a detailed scale which focused on excel proficiency. Approximately 36% of the students obtained scores greater than 75% on the project. Accordingly, the criterion for this assessment has not been met. (05/25/2016)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average or better understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. During the upcoming semesters, we will be developing and implementing basic CATs to help us better understand the difference between what is being taught and what is being learned with the goal of improving assessment results. As teachers, we all too often assume that our students are learning what we are trying to teach only to be regularly faced with disappointing evidence to the contrary in the form of examination results less than expectations. These results suggest gaps in the learning between what is being taught and what is being learned. Finding these gaps at examination time is</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>frequently too late in the process of learning to remedy the problems. Accordingly, we need better ways to monitor learning progress throughout the semester.</p> <p>Classroom assessment techniques (CATs) are formative assessments created, administered, and analyzed by teachers themselves on questions of teaching and learning in the context of their course and classroom. CATs are learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.</p> <p>CATs are simple tools used in the classroom for collecting data on student learning in order to improve it. Further, CATs are a dialogue between teacher and student that can be a link between our expectations as teachers and the how, what, and when of student learning. CATs can span the gap between what is taught and what is learned. As such, they may hold the key to improved summative assessment results for the knowledge component. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Inconclusive  Spring 2015 results. Technology. This course was taught by adjunct faculty this semester and, accordingly, no results of assessment are reported. (10/18/2015)</p>	<p><b>Actions:</b> Assessment results for this criterion will again be reported when this course is taught by regular faculty during</p>



Outcomes	Assessment Methods	Results	Actions
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2014 Results. Knowledge/Technology. Comprehensive financial statement project. The project required students to complete a worksheet and prepare AJEs, CJs, balance sheet, income statement, shareholder's equity, and a post closing trial balance. Grading rubrics were essentially unchanged. Approximately 38% of the students majoring in accounting obtained scores greater than 75% on the project. Accordingly, the criterion for this assessment has not been met. (02/25/2015)</p>	<p>the fall 2015 semester. (10/18/2015)</p> <p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. Further, there generally seems to be no trend or pattern to the results. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, we acknowledge that assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. The faculty has expressed concern about the effort our students spend reading the textbook assignments. Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student preparation, attendance, and class participation. Beginning with the fall 2014 semester and continuing into spring 2015, brief (10 min) quizzes are given weekly in cost accounting (ACC303). The impact of these quizzes, if any, is to be determined. Additionally, we are exploring other classroom</p>

Outcomes	Assessment Methods	Results	Actions
			assessment techniques (CATs) that might be used to inform our teaching effectiveness and/or possibly replace traditional assessment methods. (02/25/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> 1-Completed Spring 2014 Results. This course is generally not offered in the spring. Accordingly, no assessment results are reported. (10/30/2014)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Fall 2013 Results. Knowledge/Technology. Comprehensive financial statement project. The project required students to complete a worksheet and prepare AJEs, CJE's, balance sheet, income statement, shareholder's equity, and a post closing trial balance. Grading rubrics were essentially unchanged. Approximately 51% of the students majoring in accounting obtained scores greater than 75% on the knowledge portion and approximately 65% earned grades of 75% or better on the technology portion. Student scores averaged 75% and 76% on the knowledge and technology portions, respectively. Accordingly, the criterion for this assessment has not been met. (04/21/2014)	<b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. We will discuss in Spring 2014 alternative methods of defining and assessing accounting knowledge. Our students continue to need practice with electronic spreadsheets. (04/21/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2012 Results. Knowledge/Technology. Comprehensive	<b>Actions:</b> No action is required at this time as criterion for this

Outcomes	Assessment Methods	Results	Actions
		financial statement project. The project was expanded to include an extraordinary item and a statement of cash flows. Grading rubrics are essentially unchanged. Approximately 80% of the students (N=61) obtained scores greater than 75. The average student scored an 82 on the project. Accordingly, the criterion for this assessment has been met. (04/24/2013)	assessment has been met. (04/24/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2011 Results. Knowledge/Technology. Comprehensive financial statement project. The project was expanded to include an extraordinary item and a statement of cash flows. This is appropriate as this project has been moved to ACC301 intermediate financial accounting from the 200 level managerial accounting. Grading rubrics are essentially unchanged. Approximately 94% of the students (N=84) obtained scores greater than 75. The average student scored an 88 on the project. Accordingly, the criterion for this assessment has been met. Notably, students scored lowest on statement presentation and cash flows with average scores of 69 and 61, respectively. Results from the Excel rubric suggest that students had their poorest scores on formulas with an average score of 69. One section of students, N=21, was given the project without the Xitem and statement of cash flows. Approximately 90% of the students in this group scored 75% or better with an average score of approximately 80%. (03/26/2012)	<b>Actions:</b> No action is required at this time. (03/26/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Spring 2011. This was not assessed during the period. (09/25/2011)	
<b>International</b> - Students will articulate and explain the impact of international business and how it affects accounting decisions, international accounting standards, and financial statement translation. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment</b> - Exam questions in ACC305 (Intermediate Accounting III). Questions are related to international financial accounting standards. <b>Criterion:</b> 75% of the students should score 75 or better on	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive Fall 2015. International. No results reported. (05/25/2016) <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> 1-Completed Spring 2015. No results reported. (09/30/2015) <b>Reporting Period:</b> 2014-2015	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	<p>examination questions on the concepts.</p> <p><b>Schedule:</b> Each semester the course is taught.</p>	<p><b>Result Type:</b> 1-Completed</p> <p>Fall 2014 Results. International. No results reported. (02/25/2015)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2014 Results. International. Although the international component of this course is relatively brief, the results of 2 questions on international taxation suggest that 84% of the students assessed (N=28) were able to score 75% or better on the international component of the course. Accordingly, the criterion for this assessment was met. (10/30/2014)</p>	<p><b>Actions:</b> Although we are pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we plan to review the assessment competencies that are routinely met on a course by course basis during the fall 2014 semester. (10/30/2014)</p>
	<p><b>Embedded Course Assessment -</b></p> <p>Exam questions in ACC405 (Advanced Accounting). Questions are related to financial statement translation to and from foreign currencies.</p> <p><b>Criterion:</b> 75% of the students should score 75 or better on examination questions on the concepts.</p> <p><b>Schedule:</b> Every time the course is taught.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results. International. Results of a problem type examination administered to students dealing with foreign currency translation suggest that 92% of the students assessed (N=38 ) were able to score 75% or better on the international component of the course reflecting a modest increase of 5% from scores reported for Spring 2015. Accordingly, the criterion for this assessment was met. (05/25/2016)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2015 Results. International. Results of a multiple choice / problem type examination administered to</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the</p>

Outcomes	Assessment Methods	Results	Actions
		<p>students dealing with foreign currency translation and financial statement restatements when converting from a foreign currency to the US dollar suggest that 87% of the students assessed (N=60) were able to score 75% or better on the international component of the course reflecting a modest decrease of 4% from scores reported for Fall 2014. Accordingly, the criterion for this assessment was met. (09/30/2015)</p>	<p>opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            Fall 2014 Results. International. Results of a problem type exam administered to students dealing with foreign currency translation and financial statement restatements when converting from a foreign currency to the US dollar suggest that 91% of the students assessed (N=34) were able to score 75% or better on the international component of the course reflecting a modest decrease of 4% from scores reported for spring 2014. Accordingly, the criterion for this assessment was met. (02/25/2015)</p>	<p><b>Actions:</b> Although we continue to be pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met on a course by course basis. Assessments of “team” and “oral” presentations generally rank high. Accordingly, in spring 2015 semester, and on a test basis, we plan to have these assessment related presentations observed and graded a second time by another faculty member. (02/25/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014 Results. International. Results of a problem type exam administered to students dealing with foreign currency translation and financial statement restatements</p>	<p><b>Actions:</b> Although we are pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to</p>

Outcomes	Assessment Methods	Results	Actions
		when converting from a foreign currency to the US dollar suggest that 95% of the students assessed (N=58) were able to score 75% or better on the international component of the course. Accordingly, the criterion for this assessment was met. These results are similar to those reported for fall 2013. (10/30/2014)	make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we plan to review the assessment competencies that are routinely met on a course by course basis during the fall 2014 semester. (10/30/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2013 Results. International. In class assignments were completed dealing with foreign currency translations and financial statement restatements when converting from a foreign currency to the US dollar. An additional in class assignment was used for classroom discussion of the Bitcoin, an international, virtual currency that continues to enjoy coverage on both CNBC and Bloomberg business news programs. All students were required to participate in classroom discussion. These were all compliance assignments as this course is transitioning to a seminar format, so all students scored 100%. Accordingly, the criterion for this assessment has been met. (04/21/2014)	<b>Actions:</b> No action required at this time as the criterion was met. We will continue to monitor results of this assessment measure. (04/21/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2013 Results. International. Students were given several problem type questions on the topics of foreign currency and hedging transactions. The results suggest that 77% of the students assessed (N=66) scored better than 75% on the exam reflecting a 20% decrease from results reported for fall 2012. Accordingly, the criterion for this assessment has been met. (10/16/2013)	<b>Actions:</b> Criterion has been met. No action required at this time. (10/16/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2012 Results. International. Students were given 31 multiple choice questions on the topics of foreign currency and hedging transactions. The results suggest that 97% of the students assessed (N=35) scored better than 75% on	<b>Actions:</b> No action required at this time as the criterion has been met. (04/30/2013)

Outcomes	Assessment Methods	Results	Actions
		the exam. The average score was a 92. Accordingly, the criterion for this assessment has been met. This reflects a substantial increase from the last results reported for Spring 2011. (04/30/2013)	
<p><b>Embedded Course Assessment -</b> Students are required to write an article in ACC303, approximately 750 words in length, on accounting and globalization and publish the article on one of two suggested internet websites.</p> <p><b>Criterion:</b> 75% of the students will have articles accepted for publication as evidenced by article link emailed to the instructor.</p> <p><b>Schedule:</b> Every semester the course is taught.</p>		<p><b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Fall 2015 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two fall semester sections considered, 98% of our students (Final N=63; 1 student failed to publish) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. (05/25/2016)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Spring 2015 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two spring semester sections considered, 95% of our students (Final N=56) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. (09/30/2015)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Fall 2014 Results; Written Communication &amp; Globalization.</p>	<p><b>Actions:</b> Although we continue to be pleased with the results of this assessment, we believe that</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: <a href="http://www.articlesbase.com">www.articlesbase.com</a> or <a href="http://www.ezinearticles.com">www.ezinearticles.com</a>. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two fall semester sections considered, 89% of our students (Final N=54) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. (02/25/2015)</p>	<p>continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met on a course by course basis. Assessments of “team” and “oral” presentations generally rank high. Accordingly, in spring 2015 semester, and on a test basis, we plan to have these assessment related presentations observed and graded a second time by another faculty member. (02/25/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Spring 2014 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: <a href="http://www.articlesbase.com">www.articlesbase.com</a> or <a href="http://www.ezinearticles.com">www.ezinearticles.com</a>. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two spring semester sections considered, 92% of our students (Final N=61) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. (10/30/2014)</p>	<p><b>Actions:</b> Criterion met. We will continue to monitor results of the assessment measure. In Spring 2014 we discussed a post-publication review but have not made a decision. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2013 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to</p>	<p><b>Actions:</b> Criterion met. No actions are required at this time. We will continue to monitor results of the assessment measure. In Spring 2014 we will discuss a post-</p>



Outcomes	Assessment Methods	Results	Actions
		<p>write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two fall semester sections considered, 93% of our students (N=56) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. A post-publication review has not yet been added to this project as an assessment tool. (10/30/2014)</p>	<p>publication review. (04/21/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Spring 2013 Results. Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two spring semester sections considered, 94% of our students (N=66) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. A post-publication review has not yet been added to this project as an assessment</p>	<p><b>Actions:</b> Criterion met. No action required at this time. We will continue to monitor the results of the assesement measure. In Spring 2014 we will discuss a post-publication review. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2012 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two fall semester sections considered, 93% of our students (N=60) had articles successfully published on one of the websites. These results are consistent with those reported for previous</p>	<p><b>Actions:</b> No action is necessary at this time as criterion has been met. (04/24/2013)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>semesters. The criterion for this assessment has been met. A post-publication review has not yet been added to this project as an assessment tool. (04/24/2013)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Spring 2012 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Both spring semester sections considered, 91% of our students (N=53) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. A post-publication review has not yet been added to this project as an assessment</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2011 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. All three fall semester sections considered, 97% of our students (N=99) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. A post-publication review was not added to this project as an assessment tool this semester. It will be again considered for Spring 2012. (03/26/2012)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Spring 2011 Results; Written Communication &amp; Globalization. These two assessment components were</p>	<p><b>Actions:</b> No action required as criterion met. (11/13/2012)</p> <hr/> <p><b>Actions:</b> No actions are required at this time. (03/26/2012)</p> <hr/> <p><b>Actions:</b> The results suggest the criterion have been met. Accordingly, no action is needed at this time. (09/26/2011)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: <a href="http://www.articlesbase.com">www.articlesbase.com</a> or <a href="http://www.ezinearticles.com">www.ezinearticles.com</a>. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Both spring semester sections considered, 95% of our students (N=41) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. (07/18/2011)</p> <p><b>Notes:</b> Beginning with the Fall 2011 semester, student papers will be evaluated by rubric in addition to publication. A post-publication review will add to the quality of this project as an assessment tool.</p>	
<p><b>Communication</b> - Students will demonstrate an ability to effectively communicate (both written and oral) accounting issues.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Oral Presentation graded with a common rubric in ACC407 (Not-for-profit).</p> <p><b>Criterion:</b> 75% of the students will score a 75% or higher on all areas of the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results. Oral communication. The project requiring students to give an oral presentation was administered this semester to 52 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 95%. Accordingly, the criterion for this assessment has been met. Approximately 84% of students exceeded standard on the assessed traits (11-15 point range on a scale of 15). (05/25/2016)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2015 Results. Oral communication. The project requiring students to give an oral presentation was administered this semester to 53 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas</p>

Outcomes	Assessment Methods	Results	Actions
		<p>students scored 75% or higher on the assessment. The average percentage score was approximately 95%. Accordingly, the criterion for this assessment has been met. Approximately 86% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (09/30/2015)</p>	<p>of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            Fall 2014 Results. Oral communication. The project requiring students to give an oral presentation was administered this semester to 54 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 94%. Accordingly, the criterion for this assessment has been met. 100% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (02/25/2015)</p>	<p><b>Actions:</b> Although we continue to be pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met on a course by course basis. Assessments of “team” and “oral” presentations generally rank high. Accordingly, in spring 2015 semester, and on a test basis, we plan to have these assessment related presentations observed and graded a second time by another faculty member. (02/25/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014 Results. Oral communication. The project requiring students to give an oral presentation was administered this semester to 60 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The</p>	<p><b>Actions:</b> Although we are pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>average percentage score was approximately 95%. Accordingly, the criterion for this assessment has been met. Approximately 85% of students exceeded standard on the assessed traits (11-15 point range on a scale of 15). (10/30/2014)</p>	<p>not meet expectations, we plan to review the assessment competencies that are routinely met on a course by course basis during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2013 Results. Oral communication. The project requiring students to give an oral presentation was administered this semester to 47 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 92%. Accordingly, the criterion for this assessment has been met. Approximately 76% of students exceeded standard on the assessed traits (11-15 point range on a scale of 15). (04/21/2014)</p>	<p><b>Actions:</b> We will continue to monitor the results of this assessment method. (04/21/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2013 Results. Oral communication. The project requiring students to give an oral presentation was administered this semester to 58 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 94%. Accordingly, the criterion for this assessment has been met. Approximately 83% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (10/16/2013)</p>	<p><b>Actions:</b> Criterion met. No action required at this time. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2012 Results. Oral communication. The project requiring students to give an oral presentation was</p>	<p><b>Actions:</b> No action is required at this time as criterion has been met. (04/24/2013)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>administered this semester to 60 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 95%. Accordingly, the criterion for this assessment has been met. Approximately 90% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (04/24/2013)</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Spring 2012 Results. Oral communication. The project requiring students to give an oral presentation was administered this semester to 61 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 94%. Accordingly, the criterion for this assessment has been met. (11/13/2012)</p>	<p><b>Actions:</b> No action is required as the criterion was met. (11/13/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2011 Results. Oral communication. The project requiring students to give an oral presentation was administered this semester to 49 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 88% for one section and 91% for the other. Accordingly, the criterion for this assessment has been met. (03/26/2012)</p>	<p><b>Actions:</b> No action will be taken at this time. (03/26/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Spring 2011 Results. Oral communication. The project</p>	<p><b>Actions:</b> The results suggest the criterion have been met. Accordingly, no action is needed</p>

Outcomes	Assessment Methods	Results	Actions
		requiring students to give an oral presentation was administered this semester to approximately 61 students in two sections of ACC407. Students were assessed on appearance; content; mannerisms; organization; quality and use of visual aids; quality of conclusion; and voice quality, pace, and eye contact. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 88%, a decrease of approximately 10% from results reported for the prior semester. Accordingly, the criterion for this assessment has been met. (07/18/2011)	at this time. (09/26/2011)
	<b>Embedded Course Assessment -</b> Students are required to write an article in ACC303, approximately 750 words in length, on accounting and globalization and publish the article on one of two suggested internet websites. Required to include minimum of three references. <b>Criterion:</b> 75% of the students will have articles accepted for publication as evidenced by article link emailed to the instructor. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Fall 2015 Results; Written Communication & Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two fall semester sections considered, 98% of our students (Final N=63; 1 student failed to publish) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. (05/25/2016)	<b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Spring 2015 Results; Written Communication & Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two spring semester sections considered, 95% of our students (Final N=56) had articles successfully published on one of the websites. These results are	<b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely



Outcomes	Assessment Methods	Results	Actions
		for previous semesters. The criterion for this assessment has been met. (09/30/2015)	met for ways to make the assessment more rigorous. (09/30/2015)
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2014 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: <a href="http://www.articlesbase.com">www.articlesbase.com</a> or <a href="http://www.ezinearticles.com">www.ezinearticles.com</a>. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two fall semester sections considered, 89% of our students (Final N=54) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. (02/25/2015)</p>	<p><b>Actions:</b> Although we continue to be pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met on a course by course basis. Assessments of “team” and “oral” presentations generally rank high. Accordingly, in spring 2015 semester, and on a test basis, we plan to have these assessment related presentations observed and graded a second time by another faculty member. (02/25/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2014 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: <a href="http://www.articlesbase.com">www.articlesbase.com</a> or <a href="http://www.ezinearticles.com">www.ezinearticles.com</a>. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two spring semester sections considered, 92% of our students (Final N=61) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The</p>	<p><b>Actions:</b> Although we are pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we plan to review the assessment competencies that are routinely met on a course by course basis</p>



Outcomes	Assessment Methods	Results	Actions
		has been met. (10/30/2014)	during the fall 2014 semester. (10/30/2014)
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2013 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two fall semester sections considered, 93% of our students (N=56) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. A post-publication review has not yet been added to this project as an assessment tool. (04/21/2014)</p>	<p><b>Actions:</b> We will monitor the results of this assessment measure. In Spring 2014 we will discuss adding a post-publication review. (04/21/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2013 Results. Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Two spring semester sections considered, 94% of our students (N=66) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. A post-publication review has not yet been added to this project as an assessment</p>	<p><b>Actions:</b> Criteria met. No action required at this time. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Spring 2012 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of</p>	<p><b>Actions:</b> No action required as the criterion was met. We continue to consider a post-publication rubric to evaluate the articles. A rubric has been obtained from the English Department to consider</p>

Outcomes	Assessment Methods	Results	Actions
		<p>two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. Both spring semester sections considered, 91% of our students (N=53) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. A post-publication review has not yet been added to this project as an assessment</p> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2011 Results; Written Communication &amp; Globalization. These two assessment components were again combined into one writing assignment. Students were required to write an article and publish it on one of two websites: www.articlesbase.com or www.ezinearticles.com. Links to the article were to be submitted as evidence of completion. The subject of the article was to be a topic related to globalization and accounting. All three fall semester sections considered, 97% of our students (N=99) had articles successfully published on one of the websites. These results are consistent with those reported for previous semesters. The criterion for this assessment has been met. A post-publication review was not added to this project as an assessment tool this semester. It will be again considered for Spring 2012. (03/26/2012)</p>	<p>as a model for evaluation. (11/13/2012)</p> <p><b>Actions:</b> No actions will be taken at this time. (03/26/2012)</p>
<p><b>Information Literacy</b> - Students will identify and access appropriate information to solve accounting issues.  <b>Outcome Status:</b> Active: Assessing  <b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Project in ACC403 in which students must gather appropriate information from IRS.gov. Information is related to the current tax law. Students must then complete a tax return project with the data obtained from IRS.gov.  <b>Criterion:</b> 75% of the students will report instructions cover pages with assignments to prove they have gone to IRS.gov to find information.  <b>Schedule:</b> Every semester the course</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Met  Fall 2015 Results. Information Literacy. ACC403 students were assigned two tax returns to prepare and requiring them to research issues and submit cover sheets from the IRS website as evidence of their research. A total of 12 cover sheets were required. The results of the assessment suggest that 95% of the students (Final N=131) successfully found and attached the required number of covers. These results were consistent with those reported for the Spring 2015, Fall 2014, 2013 and 2012 semesters and suggest continued proficiency with the IRS website. Accordingly, the criterion for this assessment was met. (05/25/2016)</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment</p>

Outcomes	Assessment Methods	Results	Actions
	is taught.		competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Spring 2015 Results. Information Literacy. ACC403 students were assigned two tax returns to prepare and requiring them to research issues and submit cover sheets from the IRS website as evidence of their research. A total of 11 cover sheets were required. The results of the assessment suggest that 89% of the students (Final N=23) successfully found and attached the required number of covers. These results were consistent with those reported for the Fall 2014, 2013 and 2012 semesters and suggest continued proficiency with the IRS website. Accordingly, the criterion for this assessment was met. (09/30/2015)	<b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Fall 2014 Results. Information Literacy. Each of the four sections of ACC403 assessed was given two tax returns requiring them to research issues and submit cover sheets from the IRS website evidencing research. A total of 11 cover sheets were required. The results of the assessment suggest that 88% of the students (Final N=115) successfully found and attached the required number of covers. These results were consistent with those reported for the Fall 2013 and 2012 semesters and suggest continued proficiency with the IRS website. Accordingly, the criterion for this assessment was met. (02/25/2015)	<b>Actions:</b> Although we continue to be pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met on a course by course basis. Assessments of "team" and "oral" presentations generally rank high. Accordingly, in spring 2015 semester, and on a test basis, we plan to have these assessment related presentations observed

Outcomes	Assessment Methods	Results	Actions
			and graded a second time by another faculty member. (02/25/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> 1-Completed Spring 2014 Results. This course is generally not offered in the spring. Accordingly, no assessment results are reported. (10/30/2014)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2013 Results. Information Literacy. Each of the four sections of ACC403 assessed was given two tax returns requiring them to research issues and submit cover sheets from the IRS website evidencing research. A total of 11 cover sheets were required. The results of the assessment suggest that 90% of the students (Final N=122) successfully found and attached the required number of covers. These results were consistent with those reported for the Fall 2011 and 2012 semesters and suggest continued proficiency with the IRS website. Accordingly, the criterion for this assessment was met. (04/21/2014)	<b>Actions:</b> No action required at this time as the criterion was met. We will continue to monitor the results of this assessment. (04/21/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2012 Results. Information Literacy. Each of the four sections of ACC403 assessed was given three tax returns requiring them to research issues and submit cover sheets from the IRS website evidencing research. A total of 14 cover sheets were required. The results of the assessment suggest that 93% of the students (Final N=126) successfully found and attached the required number of covers. These results were consistent with those reported for the Fall 2010 and 2011 semesters and suggest continued proficiency with the IRS website. Accordingly, the criterion for this assessment was met. (04/24/2013)	<b>Actions:</b> No action is required at this time as criterion has been met. (04/24/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2011 Results. Information Literacy. Each of the three sections of ACC403 assessed was given three tax returns requiring them to research issues and submit cover sheets	<b>Actions:</b> No action will be taken at this time. (03/26/2012)

Outcomes	Assessment Methods	Results	Actions
		from the IRS website evidencing research. A total of 12 cover sheets were required. The results of the assessment suggest that 92% of the students (N=79 final) successfully found and attached the required number of covers. These results were approximately the same as reported in the Fall, 2010 semester and suggest proficiency with the IRS website. Accordingly, the criterion for this assessment was met. (03/26/2012)	
	<p><b>Embedded Course Assessment -</b> Students in ACC301 will be given a short research project requiring them to research specific transactions using the Codification. A brief will be written by each student describing the issue, discussing alternative treatments, and recommending an appropriate accounting treatment for the transaction and supporting the recommendation with appropriate citations from the Codification.</p> <p><b>Criterion:</b> 75% of students will score 75% or higher on all aspects of the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2015 Results. Information Literacy. The assessment required students to research five issues in the Codification and report the relevant code section, subsection, paragraph and, where appropriate, subparagraph. Results suggest that approximately 61% of students earned scores of 75% or better. Accordingly, the criterion for this assessment has not been met. (05/25/2016)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average or better understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. During the upcoming semesters, we will be developing and implementing basic CATs to help us better understand the difference between what is being taught and what is being learned with the goal of improving assessment results. As teachers, we all too often assume that our students are learning what we are trying to teach only to be regularly faced with disappointing evidence to the contrary in the form of examination results less than expectations. These results suggest gaps in the learning between what is being taught and what is being learned. Finding these gaps at examination time is frequently too late in the process of learning to remedy the problems. Accordingly, we need better ways to monitor learning progress throughout the</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>semester.</p> <p>Classroom assessment techniques (CATs) are formative assessments created, administered, and analyzed by teachers themselves on questions of teaching and learning in the context of their course and classroom. CATs are learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.</p> <p>CATs are simple tools used in the classroom for collecting data on student learning in order to improve it. Further, CATs are a dialogue between teacher and student that can be a link between our expectations as teachers and the how, what, and when of student learning. CATs can span the gap between what is taught and what is learned. As such, they may hold the key to improved summative assessment results for the knowledge component. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Inconclusive  Spring 2015 results. Information literacy. This course was taught this semester by adjunct faculty and, accordingly, no results of assessment are reported. (10/18/2015)</p>	<p><b>Actions:</b> Assessment results for this criterion will again be reported when taught by regular faculty during the fall 2015 semester. (10/18/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met  Fall 2014 Results. Information Literacy. The assessment required students to research five issues in the Codification</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		and report the relevant code section, subsection, paragraph and, where appropriate, subparagraph. Results suggest that approximately 68% of the students majoring in accounting earned scores of 75% or better. Accordingly, the criterion for this assessment has not been met. These results reflect a 10% decline from scores reported for fall 2013. (02/25/2015)	understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. Further, there generally seems to be no trend or pattern to the results. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, we acknowledge that assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. The faculty has expressed concern about the effort our students spend reading the textbook assignments. Recent accounting education literature suggests the use of “daily motivational quizzes” as a means of increasing student preparation, attendance, and class participation. Beginning with the fall 2014 semester and continuing into spring 2015, brief (10 min) quizzes are given weekly in cost accounting (ACC303). The impact of these quizzes, if any, is to be determined. Additionally, we are exploring other classroom assessment techniques (CATs) that might be used to inform our teaching effectiveness and/or possibly replace traditional assessment methods. (02/25/2015)

**Reporting Period:** Prior to 2014 -2015

Outcomes	Assessment Methods	Results	Actions
		<p><b>Result Type:</b> Criterion Met</p> <p>Fall 2013 Results. Information Literacy. The assessment required research using the codification and identification of the appropriate code section. Results suggest that approximately 78% of the students majoring in accounting earned scores of 75% or better. Accordingly, the criterion for this assessment has been met. These results reflect a 12% decline from scores reported for fall 2012. Average student score was 80%. (04/21/2014)</p>	<p><b>Actions:</b> No action required at this time as the criterion was met. We will continue to monitor the results of this assessment. (04/21/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2012 Results. Information Literacy. The project required research using the codification, a written report, and an oral presentation. Results suggest that approximately 90% of the students (N=61), earned scores of 75 or better. Accordingly, the criterion for this assessment has been met. The written component was graded in terms of overall application, organization, spelling/grammar, style, and clarity. The oral component was graded similarly in terms of organization, content, use of visual aids, voice, and mannerism. Average student score was 85. (04/24/2013)</p>	<p><b>Actions:</b> No action is required at this time as criterion has been met. (04/24/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2011 Results. Information Literacy. The project required research using the codification, a written report, and an oral presentation. All of the students (N=84), 100% earned scores of 75 or better. Accordingly, the criterion for this assessment has been met. The written component was graded in terms of overall application, organization, spelling/grammar, style, and clarity. The oral component was graded similarly in terms of organization, content, use of visual aids, voice, and mannerism. Average student score was 93. (04/03/2012)</p>	<p><b>Actions:</b> No action is required at this time. (04/03/2012)</p>
<p><b>Team Effectiveness</b> - Students will demonstrate an ability to effectively work with others as part of a team.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Graded team project in ACC407 (Not-for-Profit Accounting) in which student must create a project as part of a tem. This is graded using a common rubric.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation component. The project was administered to</p>	<p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring</p>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	<p><b>Criterion:</b> 75% of the student will score a 75% on each area of the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p>approximately 52 students during the Fall 2015 semester. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 99%. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for others; and willingness to work with others. Approximately 98% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (05/25/2016)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  Spring 2015 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation component. The project was administered to approximately 53 students during the Spring 2015 semester. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 98%. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for others; and willingness to work with others. Approximately 93% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (09/30/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  Fall 2014 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation component. The project was administered to approximately 52 students during the fall 2014 semester. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 99%. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for</p>	<p>more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (05/25/2016)</p> <hr/> <p><b>Actions:</b> Although pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely met for ways to make the assessment more rigorous. (09/30/2015)</p> <hr/> <p><b>Actions:</b> Although we continue to be pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we continue to review assessment competencies that are routinely</p>

Outcomes	Assessment Methods	Results	Actions
		<p>others; and willingness to work with others. Approximately 97% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (02/25/2015)</p>	<p>met on a course by course basis. Assessments of “team” and “oral” presentations generally rank high. Accordingly, in spring 2015 semester, and on a test basis, we plan to have these assessment related presentations observed and graded a second time by another faculty member. (02/25/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Spring 2014 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation component. The project was administered to approximately 60 students during the spring 2014 semester. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 96%. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for others; and willingness to work with others. Approximately 87% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (10/30/2014)</p>	<p><b>Actions:</b> Although we are pleased with the results of this assessment, we believe that continually meeting expectations may suggest the opportunity to make the assessment design or scoring more rigorous. That said, and without detracting from the efforts needed to improve areas of assessment that currently do not meet expectations, we plan to review the assessment competencies that are routinely met on a course by course basis during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2013 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation component. The project was administered to approximately 49 students during the Fall 2013 semester. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 99%. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for others; and willingness to work with others. Approximately</p>	<p><b>Actions:</b> No action is required at this time as criterion has been met. We will continue to monitor the results of this assessment. (04/21/2014)</p>

Outcomes	Assessment Methods	Results	Actions
		97% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (04/21/2014)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2013 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation component. The project was administered to approximately 57 students during the Spring 2013 semester. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 98%. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for others; and willingness to work with others. Approximately 93% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (10/16/2013)	<b>Actions:</b> Criteria met. No action required at this time. (10/16/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2012 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation component. The project was administered to approximately 55 students during the Fall 2012 semester. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was approximately 96%. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for others; and willingness to work with others. Approximately 86% of students exceeded standard on the assessed traits (8-10 point range on a scale of 10). (04/24/2013)	<b>Actions:</b> No action is required at this time as criterion has been met. (04/24/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2012 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation	<b>Actions:</b> No action is required at this time. Criterion has been met. (11/13/2012)

Outcomes	Assessment Methods	Results	Actions
		<p>component. The project was administered to approximately 61 students during the Spring 2012 semester. Results of the assessment show that 87% of the students scored 75% or higher on the assessment. The average percentage score was approximately 93%. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for others; and willingness to work with others. (11/13/2012)</p> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Fall 2011 Results. Team Effectiveness. This is the same project used for the oral presentation. The students were set into groups in preparing for the oral presentation component. The project was administered to approximately 31 students during the Fall 2011 semester. Results of the assessment show that 100% of the students scored 75% or higher on the assessment. The average percentage score was again 98%, approximately the same as reported for the prior semesters. Accordingly, the criterion for this assessment has been met. Students were assessed on cultural sensitivity; listening; on-task behavior; participation; preparation and work ethic; respect for others; and willingness to work with others. (03/26/2012)</p>	<p><b>Actions:</b> No action is needed at this time. (03/26/2012)</p>
	<p><b>Embedded Course Assessment -</b>  Group output rubric in MGT 499. The major group deliverable is assessed by the professor to determine its degree of cohesiveness. This is graded by a common rubric.  <b>Criterion:</b> 75% of the students will score a 75% or higher on each part of the rubric.  <b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> 1-Completed  Spring 2014: See Business Core for results. (11/04/2014)</p>	<p><b>Actions:</b> See Business Core for action items. (11/04/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> 1-Completed  Fall 2013: See Business Core for results. (04/21/2014)</p>	<p><b>Actions:</b> See Business Core for actions. (04/21/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> 1-Completed  See Business Core for results. (11/19/2012)</p>	<p><b>Actions:</b> See Business Core for action items. (11/19/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> 1-Completed  See Business Core for all relevant results. (11/19/2012)</p>	<p><b>Actions:</b> See Business Core for all relevant actions. (11/19/2012)</p>
Ethics - Students will identify and	Embedded Course Assessment -	Reporting Period: 2015-2016	Actions: While the majority of

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>explain the importance of ethical concerns impacting accounting decisions.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> General Education Goal, Learning</p>	<p>Exam questions related to accounting/auditing code of conduct in ACC401 (Auditing).</p> <p><b>Criterion:</b> 75% of the students will score 75 or better on questions relating to ethical concerns.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2015 Results. Ethics. Results of the objective questions (N=6) administered on various examinations suggest that 58% of the students assessed (Final N=65) answered the questions correctly on the ethics component of the course. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. Student results met expectations in 1 of the 6 questions administered. Students performed the worst on questions pertaining to Illegal acts and responsibility for client records. (05/25/2016)</p>	<p>students continue to pass their accounting courses with a "C" or better, suggesting an average or better understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. During the upcoming semesters, we will be developing and implementing basic CATs to help us better understand the difference between what is being taught and what is being learned with the goal of improving assessment results. As teachers, we all too often assume that our students are learning what we are trying to teach only to be regularly faced with disappointing evidence to the contrary in the form of examination results less than expectations. These results suggest gaps in the learning between what is being taught and what is being learned. Finding these gaps at examination time is frequently too late in the process of learning to remedy the problems. Accordingly, we need better ways to monitor learning progress throughout the semester.</p> <p>Classroom assessment techniques (CATs) are formative assessments created, administered, and analyzed by teachers themselves on questions of teaching and learning in the context of their course and classroom. CATs are</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.</p> <p>CATs are simple tools used in the classroom for collecting data on student learning in order to improve it. Further, CATs are a dialogue between teacher and student that can be a link between our expectations as teachers and the how, what, and when of student learning. CATs can span the gap between what is taught and what is learned. As such, they may hold the key to improved summative assessment results for the knowledge component. (05/25/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met  Spring 2015 Results. Ethics. Results of the objective questions (N=6) administered on various examinations suggest that 56% of the students assessed (Final N=35) answered the questions correctly on the ethics component of the course reflecting a decrease of approximately 7% from assessment results reported for the Fall 2014 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. Student results met expectations in 1 of the 6 questions administered. Students again performed poorly on questions pertaining to independence, SOX, and responsibility for client records. (09/30/2015)</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected knowledge topics continue to be disappointing for most accounting courses. The Spring 2015 results suggest that the knowledge component was met in only three of the seven courses assessed. Further, there generally seems to be no trend or pattern to the results. Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>preparation, attendance, and class participation. Motivational quizzes (15 minutes) administered weekly in selected courses during the Fall 2014 and Spring 2015 semesters have had a de minimis impact on assessment results. We believe that the nature of the questions asked could be confounding our results. Although simple tests of knowledge can be handled by questions requiring simple memorization, upon review of some questions, correct solutions require higher order thought processes. Accordingly, these questions test a student's higher order cognitive skills as well as knowledge. Beginning in Fall 2015, examinations in ACC303 will be modified to include two questions per selected topics. The assessment question will be structured to test knowledge only and require lower order cognitive processes. The current type questions, requiring higher order skills, will continue to be used but will not go to assessment results. This should provide a better matching of the assessment goal, knowledge, with the method. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met  Fall 2014 Results. Ethics. Results of the objective questions (N=6) administered on various examinations suggest that 63% of the students assessed (Final N=53) answered the questions correctly on the ethics component of the course reflecting a modest increase of approximately 8% from</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or better, suggesting an average understanding of the material, assessment results of selected</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>assessment results reported for the spring 2014 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. Student results met expectations in 2 of the 6 questions administered. Students performed poorly on questions pertaining to independence, SOX, and responsibility for client records. (02/25/2015)</p>	<p>knowledge topics continue to be disappointing for most accounting courses. Further, there generally seems to be no trend or pattern to the results. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, we acknowledge that assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. The faculty has expressed concern about the effort our students spend reading the textbook assignments. Recent accounting education literature suggests the use of "daily motivational quizzes" as a means of increasing student preparation, attendance, and class participation. Beginning with the fall 2014 semester and continuing into spring 2015, brief (10 min) quizzes are given weekly in cost accounting (ACC303). The impact of these quizzes, if any, is to be determined. Additionally, we are exploring other classroom assessment techniques (CATs) that might be used to inform our teaching effectiveness and/or possibly replace traditional assessment methods. (02/25/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Spring 2014 Results. Ethics. Results of the objective</p>	<p><b>Actions:</b> While the majority of students continue to pass their accounting courses with a "C" or</p>



Outcomes	Assessment Methods	Results	Actions
		<p>questions (N=6) administered on various examinations suggest that 55% of the students assessed (Final N=30) answered the questions correctly on the ethics component of the course reflecting a modest increase of approximately 3% from assessment results reported for the fall 2013 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. Student results met expectations in 1 of the 6 questions administered. (10/30/2014)</p>	<p>better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. Although we continue to strive to meet our assessment goals, we recognize that our discipline is a rigorous one. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on a select few specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we will be evaluating "knowledge" in each course and discussing alternative methods of defining and assessing accounting knowledge during the fall 2014 semester. (10/30/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Fall 2013 Results. Ethics. Results of the objective questions (N=6) administered on various examinations suggest that 52% of the students assessed (Final N=39) answered the questions correctly on the ethics component of the course reflecting a decrease of approximately 14% from assessment results reported for the Spring, 2013 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. Student results met</p>	<p><b>Actions:</b> While the majority of students pass their accounting courses with "C" or better, suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		expectations in 1 of the 6 questions administered. (04/21/2014)	topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on specific topics. We are uncertain whether this approach is providing an objective assessment. We will discuss in Spring 2014 alternative methods of defining and assessing ethics. (04/21/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Spring 2013 Results. Ethics. Results of the objective questions (N=6) administered on various examinations suggest that 66% of the students assessed (Final N=33) answered the questions correctly on the ethics component of the course reflecting an increase of approximately 12% from assessment results reported for the Fall, 2012 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. Student results met expectations in 3 of the 6 questions administered. (10/16/2013)	<b>Actions:</b> We continue to report disappointing ?knowledge? results. Gains in one semester are lost the next. We are concerned that our definitions of ?knowledge? and how we assess may be at fault. A course assessment for an entire semester based on the results of nine multiple choice questions may not be appropriate. Further, if we assume what we teach is relevant, then ?knowledge? should be based on the entire course content rather than a select group of terms or topics. Finally, our students, generally, pass our courses with a C or better. That seems inconsistent with assessment results. We continue to discuss and reconcile these issues at faculty meetings. (10/16/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Fall 2012 Results. Ethics. Results of the objective questions	<b>Actions:</b> While the majority of students pass their accounting courses with "C" or better,

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		(N=6) administered on various examinations suggest that 54% of the students assessed (Final N=64) answered the questions correctly on the ethics component of the course reflecting a decrease of approximately 7% from assessment results reported for the Spring, 2012 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. Student results met expectations in 1 of the 6 questions administered. (04/24/2013)	suggesting an average understanding of the material, assessment results of the selected topics continue to be disappointing for most accounting courses. We have considered spending more time on those topics, however, that time would have to come at the expense of other material deemed equally important to the discipline. Additionally, assessment results reported are often scores earned on a limited number of multiple choice questions on five or six specific topics/terms. We are uncertain whether this approach is providing an objective assessment of our student's "knowledge" of accounting. Accordingly, we are discussing alternative methods of defining and assessing accounting knowledge. (04/24/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Spring 2012 Results. Ethics. Results of the objective questions (N=6) administered on various examinations suggest that 61% of the students assessed (Final N=9) answered the questions correctly on the ethics component of the course reflecting a increase of approximately 7% from assessment results reported for the Fall, 2011 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. Student results met expectations in 2 of the 6 questions administered. (11/13/2012)	<b>Actions:</b> More class time will be spent on ethics in auditing. The results of this semester may have been confounded by the small number of students in the class (n=9). (11/13/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Fall 2011 Results. Ethics. Results of the objective questions	<b>Actions:</b> The number of ethics questions will again be increased and more time devoted to ethical

Outcomes	Assessment Methods	Results	Actions
		(N=6) administered on various examinations suggest that 54% of the students assessed (Final N=55) answered the questions correctly on the ethics component of the course reflecting a decrease of approximately 5% from assessment results reported for the Spring, 2011 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. The number of questions examining independence/ethics topics was increased to expand scope. Student results met expectations in 1 of the 6 questions administered. (03/30/2012)	issues. (03/30/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Fall 2011 Results. Ethics. Results of the objective questions (N=6) administered on various examinations suggest that 54% of the students assessed (Final N=55) answered the questions correctly on the ethics component of the course reflecting a decrease of approximately 5% from assessment results reported for the Spring, 2011 semester. The criterion for this assessment was not met indicating a need to improve students' understanding of ethical behavior as it relates to auditing. The number of questions examining independence/ethics topics was increased to expand scope. Student results met expectations in 1 of the 6 questions administered. (03/26/2012)	<b>Actions:</b> Students are struggling with ethical behavior in auditing. Increased lecture time and a writing assignment requiring a case study analysis of ethical issues will be added to the course. (03/26/2012)
	<b>Embedded Course Assessment -</b> General Ethics Essay in MGT 313. Students are required to evaluate general ethical awareness as it relates to managerial decision making. This is graded by common constructs across all sections of the course. <b>Criterion:</b> 75% of the students will score a 75% or higher on the essay, graded with a common rubric. <b>Schedule:</b> Every semester	<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> 1-Completed Spring 2014: See Business Core for results. (11/04/2014)	<b>Actions:</b> See Business Core for action items. (11/04/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> 1-Completed Fall 2013: See Business Core for results. (04/21/2014)	<b>Actions:</b> See Business Core for Actions (04/21/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> 1-Completed See Business Core for all results. (11/19/2012)	<b>Actions:</b> See Business Core for all associated actions. (11/19/2012)

# Assessment: Assessment Unit Four Column

## CBPA Program: Economics BS

**Mission Statement:** The Mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School will: provide high-value business programs at the undergraduate and graduate level; foster student development through multidisciplinary education, scholarship and experiential learning; work with regional businesses and nonprofits to continuously impact pedagogy and business practices through relevant research and other professional activities.

**Student Learning Assessment Plan Narrative :** Fall 2012: In setting assessment goals, the Economics Program strives to achieve a super majority with 75% of students passing in essential areas vs. a simple majority of only 51%. This 75% figure is supported by the Middle States Commission on Higher Education which employs the Goal Inventory developed by the Pew Charitable Trust and the Ford Foundation\* in which an "Essential Goal" is defined as "a goal you always/nearly always try to achieve 76% to 100% of the time." (Source: page 23, Student Learning Assessment [http://www.msche.org/publications/SLA\\_Book\\_0808080728085320.pdf](http://www.msche.org/publications/SLA_Book_0808080728085320.pdf))

Additionally, we aim for continuous improvement, and have raised the bar to a higher pass rate (for instance, 80%) in some areas where our students have consistently met the 75% hurdle. An initial minimum passing grade of 75 is set for each goal, since for all business courses students must achieve a grade of "C" or better. This is consistent with AACSB standards. Students are assessed in every semester in the appropriate courses. No sampling occurs.

Assurance of learning at the undergraduate core level is completed by the Undergraduate Program Committee. Since the core comprises classes across the four departments, the committee is responsible for assurance of learning activities that occur in any of those common classes. For Economic major courses that are not part of the core, department faculty meet each semester to review results from the prior semester, to evaluate progress, and to identify relevant changes. All rubrics are developed in compliance with AACSB standards and with reference to Middle States examples. All rubrics and individual student scores on the rubrics are loaded into Sedona each semester. Faculty meets every semester to review the assurance of learning results. ECO400 is a capstone course and is used to measure all learning goals. Various faculty, who are not teaching the course, are invited to observe the class and evaluate students.

In recent years, the economics curriculum has been changed according to the results of assurance of learning. One change was the move to a one-semester capstone course instead of two semesters. While there was interest in the economics program, the number of students who actually graduated from the program was low. Part of this was due to the failure of the students to complete the two-semester capstone project at the end of the program. The requirements for that project and course were set closer to a graduate level than to an undergraduate level. In Fall 2010, this capstone course was condensed to one semester. Students would still work throughout the semester to complete the required thesis paper. To help in this effort, databases were acquired for students to develop their own questions based on the information available in the database (instead of acquiring primary data as they did previously). This dramatically reduced the time students spent on data collection and focused efforts on the economic analysis of the data, which was in line with the learning goals. Further, a more formalized option was added for students to have a dual major in Economics and Finance.

**Student Learning Outcome Rotation Schedule:** Annually

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<b>Written Communication</b> - Students will effectively communicate information of an economic or policy nature through written presentation. <b>Outcome Status:</b> Active: Assessing	<b>Embedded Course Assessment</b> - Written thesis paper graded with a common rubric in ECO 400. <b>Criterion:</b> 75% of students will score at least a "Basic C" on the areas of	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met 20 student papers were evaluated. On the written communication component of the rubric, 13 students (65.0%) achieved an A and 7 students (35.0%) earned a B.	<b>Actions:</b> The faculty teaching ECO400 have been successful in evaluating early drafts of the final paper and in giving useful and detailed feedback to the students

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<b>Outcome Type:</b> Learning	<p>the rubric dealing with written communication.</p> <p><b>Schedule:</b> Every semester the course is taught</p>	<p>There were no outcomes below a B, so 100% of the students earned above our minimum criterion of a C on written communication. This is again in line with the numbers from previous semesters' results, in which 93.1% and 100% of students received at least a basic C in spring semester 2015 and fall 2014 respectively. (06/13/2016)</p> <p><b>Related Documents:</b>  <a href="#">Fall 2015 Written Communication ECO400.pdf</a></p>	<p>that has typically been implemented, resulting in all of our students meeting writing expectations. This will continue to take place, as will stressing the importance of writing in a correct and professional manner in earlier courses in the major that have a writing component.</p> <p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments. (06/13/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            29 student papers were evaluated by the faculty. On the written communication component of the rubric, 15 students (51.72%) achieved an A and 10 students (34.48%) earned a B. There were also two C outcomes and two D outcomes. Overall, 93.10% of the students earned at least a C on written communication. We met our criterion for this outcome. This is in line with the numbers from previous semesters' results, in which 100% and 95% of students received at least a basic C in fall semester 2014 and spring 2013 respectively. (10/03/2015)</p> <p><b>Related Documents:</b>  <a href="#">Spring 2015 Written Communication ECO400.pdf</a></p>	<p><b>Actions:</b> The faculty teaching ECO400 will continue to evaluate early drafts of the final paper in ECO400 and give detailed feedback so that all of our students meet writing expectations. In addition, faculty teaching earlier courses in the program that have written components in assignments and exams will stress the importance of writing in a correct and professional manner and provide feedback when this is not done.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make</p>

Outcomes	Assessment Methods	Results	Actions
			the point scales and outcome measures more consistent across all categories. Updates on our progress will be provided in future assessment reports. (10/03/2015)
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>16 student papers were evaluated by the faculty. 15 students (93.75%) received an A and 1 student (6.25%) received a B. Overall, 100% of our students earned at least a C on written communication. We met our criterion for this outcome. This is in line with the previous semesters' results in which 95% and 100% of students received at least a basic C in Spring 2014 and Fall 2013 respectively. (03/30/2015)</p> <p><b>Related Documents:</b>  <a href="#">Written-ECO400.pdf</a></p>	<p><b>Actions:</b> No specific action needed at this time. The faculty will continue to evaluate several drafts of the final paper in ECO400 and give detailed feedback so that all of our students meet the writing expectations. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>20 student papers were evaluated by the faculty. 10 students (50%) received an A, 8 students (40%) received a B, 1 student (5%) received a C and 1 student (5%) received a D. Overall, 95% of our students earned at least a C on written communication. We met our criterion for this outcome. This is similar to previous semesters' results in which 100% and 96% of students received at least a basic C in Fall 13 and Spring 14 respectively. (10/21/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO400 writing.pdf</a></p>	<p><b>Actions:</b> No specific action needed at this time. The faculty will continue to evaluate several drafts of the final paper in ECO400 and give detailed feedback so that all of our students meet the writing expectations. (10/21/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>20 student papers were evaluated by the faculty. 10 students (50%) received an A, 8 students (40%) received a B, 1 student (5%) received a C and 1 student (5%) received a D. Overall, 95% of students earned at least a C. This is similar to previous semesters' results in which 100% and 96% of students received at least a basic C in Fall 13 and Spring 13, respectively. This meets our criteria for the writing outcome. (10/15/2014)</p> <p><b>Related Documents:</b></p>	<p><b>Actions:</b> No specific action is needed at this time. The faculty will continue to evaluate several drafts of the final paper in ECO400 and give detailed feedback so that all of our students meet the writing expectations. (10/28/2014)</p>

Outcomes	Assessment Methods	Results	Actions
		<a href="#">ECO400 writing.pdf</a> <b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All of our 12 students in ECO 400 scored at least a basic C on the areas of the rubric related to written communication. The average score was 98%. (04/09/2014) <b>Related Documents:</b> <a href="#">ECO400 all rubrics Fall13.pdf</a>	<b>Actions:</b> Our students have been consistently successful in written presentation. We are happy to see even higher scores this semester. Faculty will continue to monitor their progress. (04/09/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Over 96% of students scored at least a "Basic C" on the areas of the rubric dealing with written communication with an average grade of 90%. (10/08/2013) <b>Notes:</b> Only one student scored below a Basic C. Students have been consistently successful in meeting the written communication standard. Faculty will continue to monitor the results. <b>Related Documents:</b> <a href="#">final paper eco400 sp13.pdf</a>	<b>Actions:</b> Only one student scored below a basic C on written communication. Our students have been consistently successful in meeting the written communication standard. Faculty will continue to monitor their progress. (10/08/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All students scored at least a "Basic C" on the areas of the rubric dealing with written communication. (10/29/2012)	<b>Actions:</b> Students are meeting the standard. No action is needed. (10/29/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All students scored a "Proficient B" on the area of the rubric dealing with written communication. (07/31/2012)	<b>Actions:</b> Students exceeded the criterion on this objective. Faculty will continue to monitor the results. (07/31/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All students scored at least a "Basic C" on the areas of the rubric dealing with written communication. 85% of the students scored an "A" in this area. (09/22/2011)	<b>Actions:</b> A new rubric was created in ECO400. Students consistently performed well in this area using the new rubric. Faculty will continue to monitor the results each semester. (09/22/2011)
	<b>Embedded Course Assessment -</b> Article critique project with a common rubric in ECO 338. <b>Criterion:</b> 75% of students will score at least a "Basic C" on the areas of	<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Spring semester 2015 is the first time that ECO338 has been offered since the spring of 2013. There were 31 student papers evaluated in the spring, with an average outcome of	<b>Actions:</b> No specific action needed at this time. The results were quite solid, so the approach being used by the instructor should be maintained going forward. This



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	the rubric dealing with written communication. <b>Schedule:</b> Every semester the course is taught.	91.94 percent. 17 of the students scored 100 percent on all four of the rubric components, with another 13 scoring 83.33 percent. The remaining student was the only one to score under 75% on the Written Communication part of the rubric. This means that 96.8 percent of the outcomes were greater than the C threshold and the overall assessment goal was clearly met. (10/02/2015) <b>Related Documents:</b> <a href="#">Spring 2015 Written Communication ECO338.pdf</a>	includes providing feedback to the students on written assignments leading up to this one.  The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across all categories. Updates on our progress will be provided in future assessment reports. (10/02/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive ECO338 was not offered in Fall 2014. The faculty offered ECO338 again in Spring 2015. (03/30/2015)	<b>Actions:</b> The faculty will collect data in ECO338 in Spring 2015. We had considered using different classes instead of ECO338. But, it was not possible to find a proper replacement. We will resume collecting ECO338 data starting this semester. (03/30/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive ECO338 was not offered in Spring 2014. The faculty will offer ECO338 again in Spring 2015. (10/15/2014)	<b>Actions:</b> The faculty will collect data in ECO338 in Spring 2015. Previously we considered collecting data in International Finance instead of International Economics ECO338. However, due to significant differences in the material covered, we decided to wait until ECO338 is offered again in Spring 2015. (10/15/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive ECO 338 was not offered in Fall 2013. (04/09/2014)	<b>Actions:</b> We are planning to use the written communication assignments in International Finance to collect data on our majors until ECO 338 is offered again in Spring 2015. (04/09/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015	

Outcomes	Assessment Methods	Results	Actions
		<b>Result Type:</b> Criterion Met All students scored at least a Basic C on the areas of the rubric dealing with written communication with an average of 98%. (10/08/2013)  <b>Related Documents:</b> <a href="#">final paper eco400 sp13.pdf</a>	<b>Actions:</b> All students demonstrated great effort in written communication. There is significant improvement on how students format their written presentations. Faculty will continue to emphasize the right format, assist students on formatting issues and monitor the results. (10/08/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 86% of students scored at least a "Basic C" on the areas of the rubric dealing with written communication. Some students didn't follow the right format for the project. (10/28/2012)	<b>Actions:</b> Faculty will emphasize the right format in class and give students a sample copy to improve students' performance in this area. (10/28/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 93% of the students scored at least a "Basic C" overall on the rubric. Three students didn't follow the format instruction and two students had problem with grammar/style. (09/22/2011)	<b>Actions:</b> In Spring 2011, ECO338 is used to replace ECO409 to measure written communication. ECO409 is no longer offered. Students were required to write 3 article critiques during the semester. A few students had format and grammar issues with the first assignment. We expect to see improvement for the following 2 assignments. (09/22/2011)
<b>Quantitative Methods</b> - Students will appropriately apply quantitative methods to analyze economic problems. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> General Education Goal, Learning	<b>Embedded Course Assessment -</b> Thesis paper graded with a common rubric in ECO 400. Students must utilize regression and other statistical techniques as part of the assignment. <b>Criterion:</b> 75% of students will score at least a "Basic C" on the part of the rubric related to quantitative methods. <b>Schedule:</b> Every semester the course	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met 20 student papers were reviewed by the faculty. Based on the rubric's quantitative measures, 10 students (50.0%) achieved an A, 9 students (45.0%) received a B, and 1 student (5.0%) received a C. Altogether 100% of our students scored above a basic C on the parts of the rubric related to quantitative methods. We met the criterion for this outcome and in fact were better overall than in the previous semester, when more than 17.0% of students scored a C on this component. Outcomes were again better	<b>Actions:</b> As it seems that introducing and reviewing quantitative methods in 300-level courses is effective in promoting quantitative skills, the faculty will continue to do so. In addition, faculty will continue to increase the use of software usage in the earlier statistics sequence – ECO251 and ECO252 – and further stress the interpretation of

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	is taught.	<p>overall than the 93.75% with a C or above in the fall of 2014 and the 95% in the previous semester. (06/13/2016)</p> <p><b>Related Documents:</b>  <a href="#">Fall 2015 Quantative ECO400.pdf</a></p>	<p>quantitative results. This should continue to boost overall outcomes into the A and B range.</p> <p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments.  (06/13/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  29 student papers were reviewed by the faculty. Based on the rubric's quantitative measures, 15 students (51.72%) achieved an A, 9 students (31.03%) received a B, and 5 students (17.24%) received a C. Altogether 100% of our students scored at least a basic C on the parts of the rubric related to quantitative methods. We met the criterion for this outcome and in fact outcomes were better overall than the 93.75% with a C or above in the fall of 2014 and the 95% in the previous semester. (10/03/2015)</p> <p><b>Related Documents:</b>  <a href="#">Spring 2015 Quantative ECO400.pdf</a></p>	<p><b>Actions:</b> As it seems that introducing and reviewing quantitative methods in 300-level courses is effective in promoting quantitative skills, the faculty will continue to do so. In addition, faculty will work harder to bring software usage into the earlier statistics sequence -- ECO251 and ECO252 -- and further stress the interpretation of quantitative results. This should boost overall outcomes more into the A and B range by reducing the proportion of students in the C range, although that is an acceptable outcome as well.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across</p>

Outcomes	Assessment Methods	Results	Actions
			all categories. Updates on our progress will be provided in future assessment reports. (10/06/2015)
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>16 student papers were reviewed by the faculty. 13 students (81.25%) received an A, 1 student (6.25%) received a B, 1 student (6.25%) received a C and 1 student (6.25%) received a D. That is, 93.75% of our students scored at least a basic C on the parts of the rubric related to quantitative methods. We met the pre-set criterion for this outcome. Our results for quantitative methods have been tremendous since Fall 2013 (over 90% of students had earned at least a C since then). (03/30/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">Quantitative-ECO400.pdf</a></p>	<p><b>Actions:</b> Based on the scores, the faculty determined that introducing and reviewing quantitative methods in 300-level classes is effective in promoting quantitative skills. The faculty will continue to use quantitative methods in 300-level classes. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>20 student papers were reviewed by the faculty. 11 students (55%) received an A, 5 students (25%) received a B, 3 students (15%) received a C and 1 student (5%) received a D. That is, 95% of our students scored at least a basic C on the parts of the rubric related to quantitative methods. We met the pre-set criterion for this outcome. Our results for quantitative methods improved since Spring 13 where 88% of students had earned at least a C. (10/15/2014)</p> <p><b>Related Documents:</b></p> <p><a href="#">ECO400 quantitative.pdf</a></p>	<p><b>Actions:</b> Based on the scores, the faculty determined that introducing and reviewing quantitative methods in 300-level classes is effective in promoting quantitative skills of our students. The faculty will continue to use quantitative methods in 300-level classes. (10/15/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>12 student papers were reviewed by the faculty. 8 students (66.67%) earned an A and 4 students (33.33%) earned a B. That is, 100% of our students scored at least a basic C on the parts of the rubric related to quantitative methods. We met the criterion for this outcome. Our results for quantitative methods improved compared to Spring 13 where 88% of students had earned at least a basic C. (04/09/2014)</p>	<p><b>Actions:</b> The department reviews basic quantitative methods in 300 level courses. ECO 400 builds on the basics and finishes with more sophisticated statistical techniques. Faculty will continue to encourage the use of quantitative methods in 300 level classes as it has been effective in preparing our students for ECO</p>

Outcomes	Assessment Methods	Results	Actions
		<p><b>Related Documents:</b>  <a href="#">ECO400 Fall13 Quantitative.pdf</a></p> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  88% of students scored at least a Basic C on quantitative methods with an average of 75%. Some students failed to include diagnostic or did not sufficiently elaborate on statistical/econometric problems. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p>400. (04/09/2014)</p> <p><b>Actions:</b> The program faculty review quantitative methods in 300 level courses. ECO400 reviews the basics and delves into more sophisticated statistical techniques. Faculty will encourage the use of quantitative methods in 300 level classes more so that students have a better foundation later in ECO400. Faculty will also emphasize the discussion of diagnostics and statistical problems the students might run into in their research for ECO400. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  92% of students scored at least a "Basic C" on the part of the rubric related to quantitative methods. One student didn't include diagnostic statistics in the final paper. (10/29/2012)</p>	<p><b>Actions:</b> Faculty will emphasize that diagnostic statistics should be included in the final paper. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  93% of students scored at least a "Basic C" on the part of the rubric related to quantitative methods. (07/31/2012)</p>	<p><b>Actions:</b> Students performed well on this measure. Faculty will continue to monitor the results. (07/31/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  All students scored a "Basic C" or higher on the part of the rubric related to quantitative methods. (09/22/2011)</p>	<p><b>Actions:</b> Students understand how to apply quantitative analysis in their thesis paper. They are meeting the standards. No need for any changes at this point. (09/22/2011)</p>
	<p><b>Embedded Course Assessment -</b>  Written graded project with a common rubric in ECO 340. Students utilize data to create a demand function using a statistical program.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Met  64 student projects were reviewed by the faculty. The overall average outcome for the three components of the rubric that address quantitative methods was 86.33</p>	<p><b>Actions:</b> Despite the better results that were attained this semester, it was decided at an earlier faculty meeting that this part of the</p>

Outcomes	Assessment Methods	Results	Actions
	<p><b>Criterion:</b> 75% of students will score at least a "Basic C" on the part of the rubric related to quantitative methods.</p> <p><b>Schedule:</b> Spring semester.</p>	<p>percent. 11 of the students (17.2 percent) earned an A, while 40 students (62.5 percent) earned a B. Eleven students (17.2 percent) earned a C, while one student earned a D and another one an F. The criterion has been met with 96.9% of student outcomes at a C or above. This is in line with previous semester results, as 100% of students earned at least a basic C in spring 2015 and 97.5% did so in fall semester 2014.</p> <p>Performance on the data collection/descriptive statistics component of the rubric continued the improvement seen the previous semester, with only two students not earning a C or better and nearly 90.0% of the students earning either an A or a B. This indicates that the implementation of the fall 2014 action plan for this component has continued to be successful. We also see that the average score on the estimation and evaluation of regression component of the assessment has risen dramatically, 80.5% versus the previous semester's 62.1% average. This indicates that the action plan given in the spring 2015 semester assessment is beginning to take hold.</p> <p>(06/14/2016)</p> <p><b>Related Documents:</b>  <a href="#">Fall 2015 Technology &amp; Quantative ECO 340.pdf</a></p>	<p>assessment would be moved to ECO348, the Intermediate Macroeconomics course starting in spring semester 2016. Hopefully the outcomes will still continue to show improvement over time. The macro instructors will also be expected to devote sufficient time on instructing the class how to run a regression and, in particular, how to interpret the results of a regression. While this would be a review of material that should be covered in the earlier required statistics sequence, ECO251 and 252, it is worth spending time with in order to further enhance student understanding and skills with these procedures. Faculty teaching those earlier course will also continue to stress the importance of correct interpretation of quantitative results.</p> <p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments.</p> <p>(06/14/2016)</p>
<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  35 student projects were reviewed by the faculty. The</p>			<p><b>Actions:</b> The faculty will devote more time on instruction of how to run a regression and, in</p>

Outcomes	Assessment Methods	Results	Actions
		<p>overall average outcome for the three components of the rubric that address quantitative methods was 75 percent. 13 of the students (37.14 percent ) earned an A, while 12 students (34.29 percent) earned a B. The remaining 10 students fell in the C range. There were none that earned less than a C, so the criterion has been met with 100% of the student outcomes at a C or above. This is right in line with previous semester results, as 97.5% of students earned at least a basic C in fall semester 2014 and 100 percent in the prior semester.</p> <p>Performance on the data collection/descriptive statistics component of the rubric has improved over the previous semester's outcomes, as none of the students earned less than 3 out of the 4 available points this time around. This indicates implementation of the fall 2014 action plan for this component has so far been successful. However, some students continue to struggle with the estimation and evaluation of regression component of the assessment. This had an average outcome of 62.14 percent, due to 12 of the 35 students only attaining one point out of the four available for this.</p> <p>(10/02/2015)</p> <p><b>Related Documents:</b>  <a href="#">Spring 2015 Technology &amp; Quantative ECO340.pdf</a></p>	<p>particular, how to interpret the results in ECO340. As suggested in the action plan in response to the ECO400 quantitative outcomes, faculty will also put more effort into stressing the importance of correct interpretation of quantitative results in the earlier statistics sequence, ECO251 and ECO252.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across all categories. Updates on our progress will be provided in future assessment reports. (10/18/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met</p> <p>40 student projects were reviewed by the faculty. 97.5% of students earned at least a basic C with the following details: 23 students (57.5%) earned an A, 13 students (32.5%) earned a B, 3 students (7.5%) earned a C and 1 student (2.5%) earned an F. We met our criterion for quantitative methods. In Spring 2014, the proportion that met the criteria was 100%, but some students struggled with data collection and descriptive statistics. In Fall 2014, students performed better on those criteria. (03/30/2015)</p> <p><b>Related Documents:</b>  <a href="#">Quantitative-ECO340.pdf</a></p>	<p><b>Actions:</b> The faculty will continue to devote more time for the introduction of successful data collection techniques and computation of descriptive statistics and will regularly give feedback. The faculty will also continue to review statistical problems and interpretation of estimation results, since these reviews are effective in improving student performance. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> Based on the scores, the department decided to devote</p>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>32 student projects were reviewed by the faculty. 100% of students earned at least a basic C with the following breakdown: 18 students (56.25%) earned an A, 13 students (40.62%) earned a B and 1 student (3.13%) earned a C. This meets our criterion for quantitative methods, i.e. data collection/descriptive statistics, estimation and evaluation of results. In Fall 2013, the proportion that met the criterion was 98%, however, some students had trouble interpreting results. While 100% of our students are successful in interpretation in Spring 2014, 40% had problems with data collection and descriptive statistics. (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">eco340 quantitative.pdf</a></p>	<p>more time for the introduction of successful data collection techniques and computation of descriptive statistics in ECO340. The faculty will show good examples of data sets and will regularly give feedback. The faculty will also continue to review statistical problems and interpretation of estimation results, since these reviews are effective in improving our students' data analysis skills. (10/15/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            32 student projects were reviewed by the faculty. 98% of students earned at least a basic C with the following breakdown of results: 18 students (56.25%) earned an A, 11 students (34.38%) earned a B, 2 students (6.25%) earned a C and 1 student (3.12%) earned a D. We met our criterion for this outcome. In Spring 2013, 94% of our students received at least a basic C with some interpretation issues. (04/09/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO340 Fall13 Quantitative</a></p>	<p><b>Actions:</b> Students successfully collected and interpreted data to construct demand functions. Only a few received less than a C due to having problems in interpreting results. Faculty will continue to review and emphasize the discussion of diagnostics, statistical problems and interpretation of results. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            All students scored at least a Basic C on quantitative methods with an average of 92%. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p><b>Actions:</b> Students were able to use quantitative methods successfully to create demand functions in ECO340. Faculty will continue to review statistical analysis and will get students on track early for better use of quantitative methods, interpretation of results and explanation of statistical problems in ECO400. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> Students are meeting the standards. Faculty will continue to</p>



Outcomes	Assessment Methods	Results	Actions
		98% of students scored at least a "Basic C" on the part of the rubric related to quantitative methods. (10/28/2012)	monitor the results. (10/28/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 96% of students scored at least a "Basic C" on the part of the rubric related to quantitative methods. (08/01/2012)	<b>Actions:</b> Some students didn't present descriptive statistics in their project. The instructor will explain the rubrics to the students and emphasize completing these missing items. Also considering some students are not Economics major, we expect weak performance on the theoretical model part. (08/01/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 97% of the students scored at least a "Basic C" on the part of the rubric related to quantitative methods. Only one student did not provide clear evaluation of the regression results. (09/22/2011)	<b>Actions:</b> Starting in Spring 2011, a project in ECO340 is used to measure this outcome due to program change. We are pleased with overall student performance in this area. (09/22/2011)
<b>Business Tools and Processes -</b> Students will use technology including spreadsheets and statistical software to present and analyze economic problems. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment -</b> Thesis paper graded with a common rubric in ECO 400. Students must utilize statistical programs to complete the assignment. <b>Criterion:</b> 75% of students will score at least a "Basic C" on the areas of the rubric dealing with technology. <b>Schedule:</b> Every semester the course is taught.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met 20 student papers were evaluated by the faculty to assess student use of technology, in this case as it pertains to the use of econometric software programs and word processing. 11 students (55.0%) scored an A and 9 scored a B, meaning there were no students that scored less than a B on the parts of the rubric dealing with technology skills. The assessment criterion of earning at least a C was met quite handily by 100% of the students this semester. This is an improvement over the results from spring semester 2015. While the overall result is the same, with 100% meeting the criterion, more than 17 percent of students scored a C in spring semester 2015. Recall that in the fall of 2014 93.75% of the outcomes were C or above. The assessment criterion continues to be met with overall improvement in overall outcomes as well. (06/13/2016) <b>Related Documents:</b> <a href="#">Fall 2015 Technology ECO400.pdf</a>	<b>Actions:</b> No action is necessary at this time. Faculty make a collective effort to introduce our students to various software programs in 200 and 300-level classes – including Excel, Eviews, SPSS, and/or SAS -- and will continue to do so.  As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments

Outcomes	Assessment Methods	Results	Actions
			(06/13/2016)
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>29 student projects were evaluated by the faculty. 17 students (58.62%) scored an A, 7 students (24.14%) scored a B, and 5 students (17.24%) scored a C. There were no D or F scores. 100% of students in ECO400 earned at least a basic C on parts of the rubric dealing with technology skills. This is an improvement over the results from fall of 2014, when 93.75% of the outcomes were C or above. Since fall semester 2013, more than 90% of students have earned at least a C in technology. The assessment criterion continues to be met. (10/03/2015)</p> <p><b>Related Documents:</b>  <a href="#">Spring 2015 Technology ECO400.pdf</a></p>	<p><b>Actions:</b> No action is necessary at this time. Faculty make a collective effort to introduce our students to various software programs in 200 and 300-level classes – including Excel, Eviews, SPSS, and/or SAS -- and will continue to do so.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across all categories. Updates on our progress will be provided in future assessment reports. (10/03/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>16 student projects were evaluated by the faculty. 9 students (56.25%) scored an A, 5 students (31.25%) scored a B, 1 student (6.25%) scored a C and 1 student (6.25%) scored a D. 93.75% of students in ECO400 have earned at least a basic C on parts of the rubric dealing with technology. More than 90% of students have earned at least a C in technology since Fall 2013 (100% in Fall 2013 and 100% in Spring 2014). We met the criterion for this outcome. (03/30/2015)</p> <p><b>Related Documents:</b>  <a href="#">Technology-ECO400.pdf</a></p>	<p><b>Actions:</b> No action is necessary at this time. We make a collective effort to introduce our students to various softwares in 200 and 300-level classes. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>20 student projects were evaluated by the faculty. 12 students (60%) scored an A, 6 students (30%) scored a B and 2 students (10%) scored a C. 100% of students in ECO400 have earned at least a basic C on parts of the rubric dealing with technology consistently in Spring 2013 and Fall</p>	<p><b>Actions:</b> No specific action is necessary at this time. However, we will make a collective effort to introduce our students to several other softwares in 200 and 300-level classes. (10/15/2014)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>2013 too. We met the criterion for this outcome. (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO400 technology.pdf</a></p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            12 student projects were evaluated by the faculty. 10 students (83.33%) scored an A and 2 students (16.67%) scored a B. We met the criterion for this outcome. 100% of students in ECO400 earned at least a basic C on parts of the rubric dealing with technology in Spring 2013 too. (04/09/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO400 Fall13 Business Tools</a></p>	<p><b>Actions:</b> Students successfully learned to use different statistical programs to complete their research projects. Faculty will continue to encourage the use of technology. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            83% of students scored at least a basic C on the part of the rubric related to technology. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p><b>Actions:</b> Students were able to use spreadsheets and various statistical programs successfully for their research. Some students struggled with the presentation of results, diagnostics and statistical problems. Faculty will continue to encourage the use of technology, Excel and other programs, efficiently and effectively. Faculty will also continue to meet with students regularly to discuss the presentation of their outcomes. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            All students scored at least a "Basic C" on the areas of the rubric dealing with technology. (10/29/2012)</p>	<p><b>Actions:</b> Criterion was met. Faculty will continue to monitor the results. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            50% of students scored at least a "Basic C" on the areas of the rubric dealing with technology. (07/31/2012)</p>	<p><b>Actions:</b> The criterion was not met because seven students didn't include the diagnostic tests in their final paper, although they actually did this part in Excel. The instructor will stress in class that the diagnostic tests must be in the</p>

Outcomes	Assessment Methods	Results	Actions
			final document. The instructor may also try alternative way to measure this goal. (07/31/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All students scored a "Proficient B" or higher on the areas of the rubric dealing with technology. (09/22/2011)	<b>Actions:</b> We are pleased to see a significant improvement in this area. We will continue to stress the importance of doing diagnostic tests and make sure students include them in their final paper. (09/22/2011)
	<b>Embedded Course Assessment -</b> Graded project with a common rubric in ECO340. Students utilize data to create a demand function using a statistical program. <b>Criterion:</b> 75% of students will score at least a "Basic C" on the areas of the rubric dealing with technology. <b>Schedule:</b> Every semester the course is taught.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met 64 student projects were evaluated by the faculty. 33 students (51.6%) earned an A on the part of the rubric dealing with technology, while 21 students (32.8%) earned a B. Seven students (10.9%) earned a C and 2 (3.1%) each earned a D. The remaining student earned an F on this portion of the rubric. Overall 95.3 percent of the students earned a C or above on the technology part of the rubric. This was an improvement over the spring semester outcomes, in which 91.4 percent had earned a C or better. The criterion has again been met quite nicely, 84.4 percent of students actually earning an A or a B. (06/14/2016) <b>Related Documents:</b> <a href="#">Fall 2015 Technology &amp; Quantative ECO 340.pdf</a>	<b>Actions:</b> As mentioned above for the quantitative results out of ECO340, department faculty have decided to move this part of the assessment to ECO348, the Intermediate Macroeconomics course, starting in spring semester 2016. Hopefully the outcomes will still continue to exhibit strong skills in the use of technology. In addition, faculty will continue to expand the use of a variety of statistical packages in 200 and 300-level courses, as this seems to be working well in improving our assessment results for this rubric.  As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments. (06/14/2016)
		<b>Reporting Period:</b> 2014-2015	<b>Actions:</b> Faculty will work on

Outcomes	Assessment Methods	Results	Actions
		<p><b>Result Type:</b> Criterion Met</p> <p>35 student projects were evaluated by the faculty. 24 students (68.57%) earned an A on this part of the rubric dealing with technology, while 3 students (8.57%) earned a B and 5 students (14.29%) earned a C. The remaining 3 students (8.57%) each earned a D. Overall 91.43 percent of students earned a C or above on the technology part of the rubric, meaning we have met the criterion. However, outcomes in previous semesters were a little better than this semester's, with 97.5 percent of the students being assessed in fall of 2014 scoring at least a C and 100% of them in spring 2014. (10/02/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">Spring 2015 Technology &amp; Quantative ECO340.pdf</a></p>	<p>coming up with means of improving outcomes on this component that perhaps will boost the bottom scores and lead to better outcomes overall. Continuing to expand the use by instructors of various statistical packages in 200 and 300-level courses should aid in this process, as mentioned in the action plans for the quantitative methods assessments.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across all categories. Updates on our progress will be provided in future assessment reports. (10/02/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>40 student projects were evaluated by the faculty. 29 students (72.5%) earned an A on this part of the rubric dealing with technology. 8 students (20%) earned a B, 2 students (5%) earned a C and 1 student (2.5%) earned an F. Overall, 97.5% of students earned at least a C on the part of the rubric dealing with technology . We met the criterion for this outcome. The students have been successful in using technology in previous semesters too (100% in Spring 2014 and also in Fall 2013 scored at least a C). (03/30/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">Technology-ECO340.pdf</a></p>	<p><b>Actions:</b> The faculty will continue to encourage students to use of various statistical packages in 200 and 300-level classes and monitor the results. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>32 student projects were evaluated by the faculty. All students (100%) earned an A on this part of the rubric related to technology. We met the criterion for this</p>	<p><b>Actions:</b> No specific action is required at this time. The faculty will continue to encourage students to use various statistical packages in 200 and 300-level</p>

Outcomes	Assessment Methods	Results	Actions
		<p>outcome. The students have been successful in using technology in previous semesters (100% in Spring 2013 and 94% in Fall 2013 scored at least a C); but the percentage of A's has increased significantly since then. (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">eco340 technology.pdf</a></p>	<p>classes and monitor the results. (10/15/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            32 student projects were reviewed by the faculty. 93.75% of students earned at least a basic C with the following breakdown: 14 students (43.75%) earned an A, 14 students (43.75%) earned a B, 2 students (6.25%) earned a C and 2 students (6.25%) earned a D. We met our criterion for this outcome. The students were successful in using technology in Spring 2013 too (100% earned at least a basic C). (04/09/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO340 Fall13 Business Tools.pdf</a></p>	<p><b>Actions:</b> Students used Excel and other software to complete their research projects. Faculty will continue to encourage the use of various statistical packages such as Minitab, SPSS and monitor student performance. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            All students scored at least a Basic C on the part of the rubric dealing with technology. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p><b>Actions:</b> Students are comfortable with Excel and they are able to use other statistical programs for their projects. Faculty will continue to encourage the use of various statistical packages such as Minitab, SAS, SPSS besides Excel and monitor student performance. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            91% of students scored at least a "Basic C" on the areas of the rubric dealing with technology. Two students didn't do the tutorial function. (10/28/2012)</p>	<p><b>Actions:</b> The instructor will emphasize in class that students need to include the tutorial function in their final project report. (10/28/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            All students scored at least a "Basic C" on the areas of the rubric dealing with technology. (07/31/2012)</p>	<p><b>Actions:</b> Students all understand how to use Excel function to complete the project. They meet the standards. (07/31/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> Starting in Spring 2011, this objective is measured with a</p>

Outcomes	Assessment Methods	Results	Actions
		91% of the students scored at least a "Basic C" on the areas of the rubric dealing with technology. (09/22/2011)	project in ECO340 because ECO409 is no longer offered. Students are meeting the standards. (09/22/2011)
<p><b>Information Literacy</b> - Students will critically analyze an economic issue with appropriate information sources and develop a clearly supportable position on the issue.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Thesis paper graded with a common rubric in ECO400. As part of the assignment students must find appropriate information, sources and data. Students will develop an economic position based on the information.</p> <p><b>Criterion:</b> 75% of students will score at least a "Basic C" on the items associated with information literacy on the rubrics.</p> <p><b>Schedule:</b> Every semester the course is taught.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>20 student papers were evaluated. From these, 9 students (45.0%) scored an A and 11 students (55.0%) scored a B. 100% of the results are above a C level, so the criterion has been met for this outcome. 100% had also earned above a C in spring 2015 and in fall 2014. However, the percent of students earning an A on this part of the rubric has dropped significantly relative to the 65.5% that had done so in the spring 2015 semester. (06/13/2016)</p> <p><b>Related Documents:</b></p> <p><a href="#">Fall 2015 Information Literacy ECO 400.pdf</a></p>	<p><b>Actions:</b> While the scores continue to surpass the minimum criterion, the decline in A outcomes is a bit worrisome. Perhaps it is an anomaly, but it does require faculty to continue being vigilant about our student's writing and information literacy skills. As we move forward we will invite the Writing Center to every section to provide a short demonstration of proper citation methods and other areas of writing that they are available to help with. Up to this point this has only happened in one section.</p> <p>Faculty will continue to emphasize to students the importance of proper citation and finding relevant quality articles for their projects. Faculty will also find places to stress the importance of information literacy in earlier courses so that we continue to see good outcomes in our capstone course into the future.</p> <p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			early in fall semester 2016 for implementation in that semester's assessments. (06/13/2016)
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>29 student papers were evaluated. From these, 19 students (65.52%) scored an A and 10 students (34.48%) scored a B. 100% of the results are above a C level, so the criterion has been met for this outcome. 100% had also earned above a C in spring 2014 and in fall 2013. (10/06/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">Spring 2015 Information Literacy ECO400.pdf</a></p>	<p><b>Actions:</b> As the scores continue to be quite good on this component of the rubric, there is no particular action necessary at this time. Faculty will continue to emphasize to students the importance of proper citation and finding relevant quality articles for their projects. Faculty will also find places to stress the importance of information literacy in earlier courses so that we continue to see good outcomes in our capstone course into the future.</p> <p>Inviting the Writing Center to provide a short demonstration of proper citation methods and other areas of writing that they are available to help with is a good addition to this and will be used more often in future semesters.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across all categories. Updates on our progress will be provided in future assessment reports. (10/06/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> Based on the scores, no action is necessary at this time.</p>



Outcomes	Assessment Methods	Results	Actions
		<p>17 student papers were evaluated. All 17 students (100%) scored an A. We met our criterion of this outcome. This is a significant improvement on Spring 14 where 85% of students earned a C or above. 100% had also earned above a C in Fall 2013, but the proportion of A's is higher in Fall 2014. (03/30/2015)</p> <p><b>Related Documents:</b>  <a href="#">Info Literacy-ECO400.pdf</a></p>	<p>Faculty will continue to emphasize to students the importance of proper citation and finding relevant quality articles for their projects. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            20 student papers were evaluated. 8 students (40%) scored an A, 9 students (45%) scored a B and 3 students (15%) scored less than a C. We met our criterion for this outcome. The proportion of students who earned a C or above is 85%, which is lower than previous semesters' results (100% in Fall 2013 and 95% in Spring 2013). However, the proportion of students who scored a B or above is higher in Spring 2014. (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO400 info lit.pdf</a></p>	<p><b>Actions:</b> Based on the scores on different parts of the information literacy rubric, the faculty observed that the students who earned below a C had problems with proper citation and finding relevant articles for their papers. The faculty will put more emphasis on how to cite properly and how to search the web and the library holdings for articles relevant to their research. (10/15/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            12 student papers were evaluated. 11 students (91.6%) scored an A and 1 student (8.4%) scored a B. We met our criterion of this outcome. The proportion of students who earned at least a C is 100%. This proportion was 95% in Spring 2013. (04/09/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO400 Fall13 Info Lit</a></p>	<p><b>Actions:</b> Students are successful in analyzing an economic issue, searching for scholarly economic articles and discussing them as part of their research. Faculty will continue to guide them to reliable sources and monitor student progress. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            95% of students scored at least a basic C on the items associated with information literacy with an average of 89%. Only two students had issues with citations and finding reliable sources. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p><b>Actions:</b> Students were able to find information and use this information to develop an economic position. Faculty will continue to meet with students regularly to discuss their progress and monitor the results. Faculty will also continue to emphasize including proper citations and</p>

Outcomes	Assessment Methods	Results	Actions
			using good electronic sources for information. (10/08/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 92% of students scored at least a "Basic C" on the items associated with information literacy on the rubrics. (10/29/2012)	<b>Actions:</b> Only one student didn't use a variety type of information sources. Faculty will emphasize the importance of providing different sources in class. (10/29/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All students scored at least a "Basic C" on the items associated with information literacy. 96% of students scored "Superior A" on all the items. (07/31/2012)	<b>Actions:</b> Students did excellent job on this measure. No action needed. (07/31/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All students scored a "Distinguished A" overall on this objective. (09/22/2011)	<b>Actions:</b> Students are doing well in this area. No action needed. (09/22/2011)
	<b>Embedded Course Assessment -</b> Literature/data review project graded with a common rubric in ECO 340. As part of the assignment students must find appropriate information, sources and data. <b>Criterion:</b> 75% of students will score at least a "Basic C" on the items associated with information literacy on the rubrics. <b>Schedule:</b> Spring semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met 61 student papers were evaluated by the faculty for evidence pertaining to the information literacy of our students. 36 students (59.0%) received an A, 11 students (18.0%) received a B, 8 students (13.1%) received a C. Of the remaining, 3 (4.9%) received a D and 3 received an F. We again met our criterion for this outcome. The proportion of students who earned a C or above is 90.2%, a slight improvement over the 88.5% that did so in the spring 2015 semester. 77.1% of the students earned either an A or a B. (06/14/2016)	<b>Actions:</b> Faculty teaching this course will continue to teach effective literature review techniques and ways to efficiently summarize economic information. Faculty will continue to give feedback on the content of student papers before they are due as well. Faculty teaching earlier courses in the major will continue to stress the importance of information literacy when any written work is assigned. As with ECO400, inviting the Writing Center to provide a short demonstration of proper citation methods and other areas of writing that they are available to help with is a good addition to this and will be used more often in future semesters.

Outcomes	Assessment Methods	Results	Actions
			<p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments. (06/14/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            35 student papers were evaluated by the faculty for evidence pertaining to the information literacy of our students. Eight students (22.9%) received an A, 18 students (51.4%) received a B, five students (14.3%) received a C and the remaining four (11.4%) each received an F. We met our criterion for this outcome. The proportion of students who earned a C or above is 88.5%. This is a decline from previous semesters, as at least 94 percent of students achieved a C or greater in every semester since the fall of 2013, but still represents 31 out of 35 students performing relatively well on this component. (10/02/2015)</p> <p><b>Related Documents:</b>  <a href="#">Spring 2015 Information Literacy &amp; Oral ECO340.pdf</a></p>	<p><b>Actions:</b> As stated in the previous action plan, faculty teaching this course will continue to teach effective literature review techniques and ways to efficiently summarize economic information. Faculty will continue to give feedback on the content of student papers as well.</p> <p>Faculty will also find places to stress the importance of information literacy in earlier courses. Inviting the Writing Center to provide a short demonstration of proper citation methods and other areas of writing that they are available to help with is a good addition to this and will be used more often in future semesters.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across</p>

Outcomes	Assessment Methods	Results	Actions
			all categories. Updates on our progress will be provided in future assessment reports. (10/02/2015)
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>40 student papers were evaluated by the faculty. 23 students (57.5%) received an A, 15 students (37.5%) received a B, 1 student (2.5%) received a C and 1 student (2.5%) received a D. We met our criterion for this outcome. The proportion of students who earned a C or above is 97.5%, and it remained high since Fall 2013 (100% in Spring 2014, 94% in Fall 2013). (03/30/2015)</p> <p><b>Related Documents:</b>  <a href="#">Info and Oral-ECO340.pdf</a></p>	<p><b>Actions:</b> Based on the scores, the faculty will continue to teach effective literature review techniques and summarizing economic information efficiently. The faculty will also regularly give feedback on the content of student papers. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>32 student papers were evaluated by the faculty. 20 students (62.5%) received an A, 6 students (18.75%) received a B and 6 students (18.75%) received a C. We met our criterion for this outcome. The proportion of students who earned a C or above has remained high with 100% in Spring 2014, 94% in Fall 2013 and 97% in Spring 2013. (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO340 info lit.pdf</a></p>	<p><b>Actions:</b> Based on the scores, the faculty observed that the students who earned a C chose a few sources where the authors have questionable reliability and authority. The faculty will continue to teach effective literature review techniques. This has improved the way our students summarize economic information efficiently (compared to Fall 2013). The faculty will also require students to choose articles from academic journals on a more regular basis and discuss the reliability of their sources. (10/15/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>32 student papers were evaluated by the faculty. 12 students (62.5%) earned an A, 18 students (18.75%) earned a B and 2 students (18.75%) earned less than a basic C. We met our criterion for this outcome. Overall, 93.75% of students earned at least a basic C. The proportion of students who earned a C or above was also high in Spring</p>	<p><b>Actions:</b> Students were good at discussing recent economic events and choosing reliable and relevant sources for their literature review. A few of them struggled with summarizing information efficiently. Faculty will address this by discussing literature review</p>

Outcomes	Assessment Methods	Results	Actions
		<p>2013 with 97%. (04/09/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO340 Info Lit</a></p>	<p>techniques and showing examples. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            97% of students scored at least a Basic C on the items associated with information literacy with an average of 89%. (10/08/2013)</p>	<p><b>Actions:</b> There is significant improvement in our students' performance on information literacy. Students chose more relevant and reliable sources for their discussions. They also showed improvement on citing their sources properly. Faculty will continue to guide students to reliable electronic sources. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Of the six items associated with information literacy on the rubric, all students scored at least a "Basic C" on five items and only 64% of students scored at least a "Basic C" on one item. (10/28/2012)</p>	<p><b>Actions:</b> 36% of the students didn't use the right format of the citation. Faculty will revise the instruction and clarify the description of the right format. Also faculty will recommend good electronic sources and direct students to the appropriate websites. (10/28/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            All students scored at least a "Basic C" on the items associated with information literacy on the rubrics. (07/31/2012)</p>	<p><b>Actions:</b> Students are consistently meeting the standards. The faculty will continue to monitor the results. (07/31/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            95% of the students scored a "Basic C" or higher overall on the items associated with information literacy on the rubric. Two students failed to use the appropriate citation style. One student didn't provide accurate description of article's contents. (09/22/2011)</p>	<p><b>Actions:</b> Starting in Spring 2011, a critique paper is designed in ECO340 to measure information literacy. A common rubric is developed. Students are meeting the criterion. (09/22/2011)</p>
<p><b>International</b> - Students will identify, describe and explain the principles of international trade in</p>	<p><b>Common department examination</b> - Exam questions (#21,#22,#23,#24,#25) related to the</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Met            20 students took the common department exit exam at the</p>	<p><b>Actions:</b> Although the scoring has been revised, it is desired to bring</p>

Outcomes	Assessment Methods	Results	Actions
<p>microeconomics and macroeconomics.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p>international. Questions deal with the comparative advantage of trade and how trade affects income equilibrium.</p> <p>Additional 3 questions from the Test of Understanding in College Economics (TUCE) -- Macroeconomics component that address international economics. These are questions #28, #29, and #30 on that instrument.</p> <p>There are a total of 8 questions combined across the two instruments.</p> <p><b>Criterion:</b> 75% of students will score at least a 70% on eight questions related to international economics.</p> <p><b>Schedule:</b> Every semester the course is taught.</p>	<p>end of fall semester 2015 and the Macroeconomics component of the Test of Understanding in College Economics (TUCE), which was formally added just the previous semester. There are five questions on International Economics from the exit exam and three from the TUCE that are now used to assess student outcomes for this topic. This gives us a total of eight questions to be used in this assessment. As there are only 8 questions, it seemed the previously used scoring method was too stringent. As an action discussed in the previous report, the department met in fall 2015 and revised the scoring of this rubric and also assessment goal. The scoring is now as indicated in the attached document, which has a C being attained with 5 or 6 correct answers, a B with 7 and an A with all 8 correct. The goal was revised to having at least 75% of the students obtaining a C or above, which puts it in line with nearly all of our other assessment goals. (Note that the attached documentation makes use of the old grading scheme in the set of tables initial tables with the new scheme being brought in for the final table at the bottom. This is for information purposes only. In the future all outcomes will make use of the new grading scheme.)</p> <p>No students correctly answered all 8 of the questions this semester, while 2 students (10.0%) scored a B and 15 students (75.0%) scored a C. This results in 85.0% attaining a score in the C range or better and our goal being met. As this is a different grading scheme being used now, it is not appropriate to make comparisons to previous semester's outcomes.</p> <p>(06/13/2016)</p> <p><b>Related Documents:</b></p> <p><a href="#">Fall 2015 International ECO400.pdf</a></p> <p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>30 students took the common department exit exam at the end of spring semester 2015. In the past we have used 5 questions on International Economics from that exam to assess student outcomes for this topic. As of fall semester 2014, we have followed our previous action plan and added three questions from the macroeconomics component of</p>	<p>more students into the A and B scoring range on this rubric in future semesters. Faculty addressing international economics in any way in course previous to ECO400 will be advised to look at the assessment questions and make sure they are being addressed in a meaningful way in their courses; at least those that apply. This will, of course, be monitored going forward as we seek significant improvement in individual outcomes.</p> <p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments. (06/13/2016)</p> <p><b>Actions:</b> 1) Revise grading scheme on these – see scoring spreadsheet. The faculty will be meeting again before the fall semester 2015 assessment is done to determine the particulars for this. 2) Revise goal to 75% of</p>

Outcomes	Assessment Methods	Results	Actions
		<p>the Test of Understanding in College Economics (TUCE) that address international economics. This gives us a total of eight questions to be used in this assessment. Only one student correctly answered all 8 of the questions, and 5 students (16.67%) answered 7 out of 8, 6 students (20%) earned 6 points and 8 students (26.67%) earned 5 of the 8 points. 10 students (33.33%) earned 4 points or fewer.</p> <p>Altogether only 40% of the students scored above 70% on these 8 questions on international economics. This is far short of meeting the 75% criterion and is significantly below the 56% of students that met the criterion in the fall of 2014. This also compares unfavorably with assessment outcomes from before the addition of the TUCE questions. The proportion of students who met the 70% score criterion was 50% in spring semester of 2014 and 58% in fall of 2013. However, these also were short of our assessment goal for this topic. (10/10/2015)</p> <p><b>Related Documents:</b>  <a href="#">Spring 2015 International ECO400.pdf</a></p>	<p>students obtaining a C or above. This puts it in line with almost all of our other assessment goals. 3) The assessment method in TracDat has been adjusted to include the TUCE, as per prior semester's action plan that said we would include this going forward. (10/10/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met  18 students took the common departmental exam in December 2014. There are 5 questions on International Economics on the exam. 2 students (11.11%) correctly answered 5 out of 5, 5 students (27.78%) answered 4 out of 5, 5 students (27.78%) answered 3 out of 5, 5 students (27.78%) answered 3 out of 5 and 1 student (5.55%) answered 1 question correctly. Overall, 39% of our students received a 70% or higher on the part of the exam related to international economics. We did not meet our criterion for this outcome. The results have varied so far. The proportion of students who met the criteria was 50% in Spring 2014 and 58% in Fall 2013.</p> <p>Following up with our action plans from last semester, we administered the TUCE macro exam (Test of Understanding in College Economics) in December 2014. The exam has 3 international economics questions. 78% of students answered 2 out of 3 questions correctly.</p>	<p><b>Actions:</b> Based on the scores, we decided to administer the TUCE (both micro and macro) for a few more semesters. This gives us a larger set of questions for more significant results. Also, after Spring 2015, we are planning to include the TUCE in our assessment plan to administer alongside the Common Departmental Exam. The faculty will also reemphasize the main International Economics concepts in ECO400. (03/30/2015)</p>



Outcomes	Assessment Methods	Results	Actions
		<p>TUCE expands our international assessment to 8 questions. Overall, 56% of students scored at least 70% on the international portion of the assessment with the following grade breakdown: 3 students (16.67%) correctly answered 7 questions, 7 students (38.89%) answered 6, 2 students (11.11%) answered 5, another 2 students (11.11%) answered 4 and 4 students (22.22%) answered less than 4 questions correctly. (03/30/2015)</p> <p><b>Related Documents:</b>  <a href="#">International-Common Departmental Exam.pdf</a></p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            20 students took the common department exam in May 2014. There are 5 questions on International Economics on this exam. 10 students (50%) correctly answered 4 or more of these questions, 4 students (20%) answered 3 out of 5 correctly, and 6 students (30%) answered only 2 questions correctly. Overall, 50% of our students received a 70% or higher on the part of the exam related to international economics. We did not meet our criterion for this outcome. The results have varied so far. The proportion of students who met the criteria was 58% in Fall 2013 and 47% in Spring 2013. (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">Exit Exam.pdf</a></p>	<p><b>Actions:</b> Based on the volatility of the scores, we determined that we need to collect more data on this outcome. To this end, the department purchased the TUCE exam (Test of Understanding in College Economics) and will administer in December 2014, along with the common department exam. This will expand the portion of International Economics assessment to 8-10 questions. The faculty will also reemphasize the main International Economics concepts in our senior research seminar class, ECO400. (10/15/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            12 students took the common departmental exam in December 2013. There are 5 questions on International Economics on the exam. 7 students (58.34%) correctly answered 4 or more of these questions, 2 students (16.66%) answered 3 out of 5 correctly and 3 students (25%) answered less than 3 questions correctly. Overall, 58.34% of our students received a 70% or higher on the part of the exam related to international economics. We did not meet</p>	<p><b>Actions:</b> Our graduating seniors were in general very successful. Some students scored close to perfect scores. However, due to a small sample size and a very limited number of (multiple choice) international economics questions on the exam, the success rate is below the 75% criterion.</p>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>our criterion for this outcome. However, the proportion of students who met the criterion is well above Spring 2013's 47%. (04/09/2014)</p> <p><b>Related Documents:</b>  <a href="#">Common Exam Fall13 International.pdf</a></p>	<p>Starting Fall 2014, the Economics program faculty will adopt a new exam (TUCE) to assess student performance on international economics and basic knowledge. TUCE (Test of Understanding College Economics) is a standardized test of economics with questions on microeconomics, macroeconomics and international economics. This will allow faculty to use a nationally norm referenced tool to assess student performance. With TUCE, the part of the assessment associated with international economics will be expanded. Faculty will use both exams to measure student performance. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            47% of students scored at least a 70% on questions related to international economics. The average score was 70%. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p><b>Actions:</b> Starting Fall 2014, the program faculty will adopt a new exam (TUCE) to assess student performance on international economics and basic knowledge. TUCE (Test of Understanding College Economics) is a standardized test of economics with questions on microeconomics, macroeconomics and international economics. This will allow faculty to use a nationally norm referenced tool to assess student performance. With TUCE, the part of the assessment associated with international economics will be expanded. Faculty will also develop new strategies to incentivize good performance on this test.</p>

Outcomes	Assessment Methods	Results	Actions
			(10/08/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 46% of students scored at least a 70% on five questions related to international economics. The average score on the five questions was 74. (10/29/2012)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 29% of students scored at least a 70% on five questions related to international economics. The average score was 61%. (08/01/2012)	<b>Actions:</b> We revised the exam in Fall 2011 and increased the number of questions related to international economics. We discussed the results and decided to review the questions again. At the same time, the instructor of International Economics will emphasize the learning objectives in class. (08/01/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 14% of the students scored at least a 70% on four questions related to international economics. (09/23/2011)	<b>Actions:</b> 1. We are in the process of reviewing questions that students consistently missed. A new exam will be developed in Fall 2011. Faculty members are encouraged to emphasize the learning objectives in the class. And those learning goals will be posted on D2L for easy access.  2. We added a written assignment in ECO338 to measure this objective. We expect it will help to improve students' performance in the exit exam. (09/23/2011)
	<b>Embedded Course Assessment -</b> Written assignment in ECO338. The assignment is four parts in which students must explain absolute advantage, comparative advantage, terms of trade and gains from trade. <b>Criterion:</b> 75% of students will score	<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Spring semester 2015 is the first time that ECO338 has been offered since the spring of 2013. There were 31 students evaluated in the spring. 14 of the students (45.16%) averaged 92.5% or more on these assignments while another 7 scored averages between 81.25% and 87.5 %.	<b>Actions:</b> While over 80% scored a C or better, that still leaves nearly 20% of the class with overall average scores in the D or F range. It seems to be the fourth part of the assignment that poses the most difficulty for the greatest

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	at least a "Basic C" on each part of the assignment. <b>Schedule:</b> Everytime the course is taught.	This gives us more than 2/3 of the students in the class scoring either an A or a B overall on these 4 assignments. An additional four students scored in the C range, resulting in 80.65% of all students in the class obtaining a C or better. Our goal has been met for this assessment. (10/03/2015) <b>Related Documents:</b> <a href="#">Spring 2015 International Questions ECO338.pdf</a>	number of students. In future semesters the instructor of the course will provide additional emphasis on the course material that pertains to that component of the assignment. In addition, instructors of both ECO111 and ECO112 will improve coverage of the foundations for these topics so students come into ECO338 better prepared.  (10/03/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive ECO338 was not offered in Fall 2014. The faculty offered ECO338 again in Spring 2015. (03/30/2015)	<b>Actions:</b> The faculty will collect data in ECO338 in Spring 2015. We had considered using different classes instead of ECO338. But, it was not possible to find a proper replacement. We will resume collecting ECO338 data starting Spring 2015. (03/30/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive ECO338 was not offered in Spring 2014. The faculty will offer ECO338 again in Spring 2015. (10/15/2014)	<b>Actions:</b> The faculty will collect data in ECO338 in Spring 2015. Previously we considered collecting data in International Finance instead of International Economics ECO338. However, due to significant differences in the material covered, we decided to wait until ECO338 is offered again in Spring 2015. (10/15/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive ECO 338 was not offered in Fall 2013. (04/09/2014)	<b>Actions:</b> Faculty is planning to use the writing evaluations in International Finance to collect data on our majors until ECO 338 is offered again in Spring 2015. (04/09/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met	<b>Actions:</b> Students performed very

Outcomes	Assessment Methods	Results	Actions
		<p>All students scored at least a Basic C on each part of the assignment. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p>well in all four parts of the assignment for which they must understand the concepts of absolute advantage, comparative advantage, terms of trade and gains from trade. The results show considerable improvement compared to last year. Faculty will continue to emphasize the principles of international trade especially for non-majors. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  70% of students scored at least a "Basic C" on the assignment. (10/28/2012)</p>	<p><b>Actions:</b> There were some non-major students in the class and didn't perform well. Faculty will try to emphasize those concepts in class and also consider increasing the assignment points. (10/28/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  92% of students scored at least a "Basic C" on the assignment. (09/22/2011)</p>	<p><b>Actions:</b> A written assignment is designed in ECO338 to directly measure this goal. The assignment includes four questions related to the principles of international trade, such as absolute advantage and comparative advantage. We expect this will help students' performance in exit exam. (09/22/2011)</p>
<p><b>Oral Communication</b> - Students will communicate information of an economic nature through oral presentation.  <b>Outcome Status:</b> Active: Assessing  <b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Oral presentation of thesis paper graded with a common rubric in ECO400.  <b>Criterion:</b> 75% of students will score at least a 2 in all areas of the rubric.  <b>Schedule:</b> Everytime the course is taught.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Met  20 student presentations were reviewed by the faculty. 12 students (60.0%) earned an A, 4 students (20.0%) earned a B, 2 students (10.0%) earned a C and 2 earned a D. None received an F. The overall result is that 90.0% of the students earned at least a C in Oral Communication and the criterion was met. The proportion of students who scored an A is lower than the 72.4% in the previous semester, but is again significantly higher than it was in spring 2014 (20%).</p>	<p><b>Actions:</b> Although our student's presentation skills are typically pretty impressive, the faculty will continue to support their development in this realm. The emphasis has typically been to have the students treat this as if putting together presentations for regional economics conferences,</p>

Outcomes	Assessment Methods	Results	Actions
		<p>90% or more of our students have scored a C or higher on oral presentation skills every semester since the fall of 2013. (06/13/2016)</p> <p><b>Related Documents:</b>  <a href="#">Fall 2015 Oral Rubric ECO400.pdf</a></p>	<p>which some students do end up doing with their projects. This continues to provide an excellent incentive for our students to refine their presentation skills in ECO400. Faculty will continue to also stress the importance of using proper methods when assigning presentations in other courses in our program.</p> <p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments. (06/13/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            29 student presentations were reviewed by the faculty. 21 students (72.41%) earned an A, 5 student (17.24%) earned a B, 1 student (3.45%) earned a C and 1 earned a D and 1 an F. The overall result is that 93.10% of the students earned at least a C in Oral Communication and the criterion is met quite readily. The proportion of students who scored an A is virtually the same as in the previous semester and significantly higher than it was in spring 2014 (20%). Over 90% of our students have scored a C or higher on oral presentation skills every semester since the fall of 2013. (10/06/2015)</p> <p><b>Related Documents:</b>  <a href="#">Spring 2015 Oral Rubric ECO400.pdf</a></p>	<p><b>Actions:</b> The faculty will continue to support the development of student presentation skills, including readying presentations for regional economics conferences. This continues to provide good incentive for our students to refine their presentation skills in ECO400. In addition, faculty will stress the importance of using proper methods when assigning presentations in other courses in our program.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be</p>

Outcomes	Assessment Methods	Results	Actions
			making revisions in order to make the point scales and outcome measures more consistent across all categories. In the case of oral communication, we will review and consider making use of the latest version of the Oral Communication Value Rubric developed for campus-wide assessment. Updates on our progress will be provided in future assessment reports. (10/06/2015)
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  18 student presentations were reviewed by the faculty. 13 students (72.22%) earned an A, 1 student (5.56%) earned a B, 2 students (11.12%) earned a C and 2 students (11.12%) earned a D. That is, 88.88% of students earned at least a C (at least 2 out of 3). We met our expectations for this outcome. The proportion of students who scored an A (72.22%) is significantly higher than it was in Spring 2014 (20%). A big majority of our students have scored more than a basic C on oral presentation skills since Fall 2013 (over 90% in Fall 2013 and 95% in Spring 2014).  (03/30/2015)</p> <p><b>Related Documents:</b>  <a href="#">Oral-ECO400.pdf</a></p>	<p><b>Actions:</b> No specific action is necessary at this time. The faculty will continue to support the development of students' presentation skills by giving them a chance to present at regional and national economics conferences. This is an excellent incentive for our students to practice their presentation skills in ECO400. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  20 student presentations were reviewed by the faculty. 4 students (20%) earned an A, 9 students (45%) earned a B, 6 students (30%) earned a C and 1 student (5%) earned a D. That is, 95% of students earned at least a C (at least a 2). We met our criterion for this outcome. More than 90% of our students have scored more than a basic C on oral presentation skills since last Spring 2013. (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO400 oral presentation.pdf</a></p>	<p><b>Actions:</b> No specific action is needed at this time. The faculty will continue to support the development of students' presentation skills including presentation at the regional economics conferences. This is an excellent incentive for our students to practice their presentation skills in ECO400. (10/15/2014)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>12 student presentations were reviewed by the faculty. 9 students (75%) earned an A, 2 students (16.67%) earned a B and 1 student (8.33%) earned a D. That is, 92% of students earned at least a C (at least a 2). We met our criterion for this outcome. (04/09/2014)</p> <p><b>Related Documents:</b>  <a href="#">EC0400 Fall13 Oral.pdf</a></p>	<p><b>Actions:</b> Students performed very well on this measure. ECO400 faculty encourages and supports students to present papers at the regional Economics Conference. Students practice and improve their presentation skills over the semester; then, they find a chance to present their work to other economists. Faculty will continue to support student presentation at the conferences. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>93% of students scored at least a 2 in all areas of the rubric. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p><b>Actions:</b> Students perform very well in general on this measure. ECO400 faculty continues to encourage and support students to present papers at the regional Economics Conference. This experience substantially improves students' presentation skills and helps them to meet with researchers from outside the University. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>All students scored at least a 2 in all areas of the rubric. (10/29/2012)</p>	<p><b>Actions:</b> Students are performing well. Faculty will continue to monitor students in their presentations. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>93% of students scored at least a 2 in all areas of the rubric. (07/31/2012)</p>	<p><b>Actions:</b> Students in general performed well on this measure. Only one student didn't make good eye contact with the audience. He also left the class early due to an interview and couldn't listen to other students' presentation. Faculty will provide more practice opportunities and encourage students to present a paper at the regional Economics Conference. (07/31/2012)</p>

Outcomes	Assessment Methods	Results	Actions
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>86% of the students scored at least a 2 in all areas of the rubric. Only one student didn't meet the standard because a large part of his presentation is not related to economics. (09/22/2011)</p>	<p><b>Actions:</b> In general, students are performing well on this objective. In addition to the oral presentation in ECO400, we encourage and support students to present paper at the regional Economics Conference. We believe practice will help students to improve their presentation skills. (09/22/2011)</p>
	<p><b>Embedded Course Assessment -</b></p> <p>Oral presentation of project graded with a common rubric in ECO340.</p> <p><b>Criterion:</b> 75% of students will score at least a 2 in all areas of the rubric.</p> <p><b>Schedule:</b> Every semester the course is taught.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>61 student presentations were reviewed by the faculty. 33 students (54.1%) earned an A on their presentation skills, 3 students (4.9%) earned a B, and 15 students (24.6%) each earned a C. There were 3 D scores (4.9%) and 7 students (11.5%) received an F. Overall, 83.6% of students earned at least a C on the parts of the rubric dealing with oral communication. We did meet the criterion for this outcome, however we are seeing way too many students with a D or an F score this semester, indicating the need for additional effort to be made in all of our courses to improve oral communication skills. (The previous semester had 100% with a C or better.) Despite this, more than half of the students did earn an A, so a significant portion have learned to be effective in their oral communication through their college years. (06/14/2016)</p> <p><b>Related Documents:</b></p> <p><a href="#">Fall 2015 Information Literacy &amp; Oral ECO340.pdf</a></p>	<p><b>Actions:</b> The department will continue to stress the importance of using proper presentation methods when assigning presentations in other courses in our program. Clearly the importance of this also needs to get across to students taking this course in particular. Faculty will continue to monitor the results of this outcome and seek additional means of improvement.</p> <p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments. (06/14/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>35 student presentations were reviewed by the faculty. Five students (45.7%) earned an A on their presentation skills, 11 students (31.4%) earned a B, and the remaining 7</p>	<p><b>Actions:</b> Faculty will continue to monitor the results of this outcome. The department will also stress the importance of using proper presentation</p>



Outcomes	Assessment Methods	Results	Actions
		<p>students (20%) each earned a C. Overall, 100% of students earned at least a C on the parts of the rubric dealing with oral communication. We nicely met the criterion for this outcome and it is an improvement over the previous semester's 97.4 percent result. The proportion of students who earned an A was significantly greater, as well. (10/02/2015)</p> <p><b>Related Documents:</b>  <a href="#">Spring 2015 Information Literacy &amp; Oral ECO340.pdf</a></p>	<p>methods when assigning presentations in other courses in our program.</p> <p>The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across all categories. In the case of oral communication, we will review and consider making use of the latest version of the Oral Communication Value Rubric developed for campus-wide assessment. Updates on our progress will be provided in future assessment reports. (10/02/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            39 student presentations were reviewed by the faculty. 14 students (35.9%) earned an A on their presentation skills, 17 students (43.6%) earned a B, 7 students (18%) earned a C and 1 student (2.6%) earned a D. Overall, 97.4% of students earned at least a C (at least a 2) on the parts of the rubric dealing with oral communication. We met the criterion for this outcome. The proportion of students who earned an A was greater in previous semesters, Spring 2014 and Fall 2013. But the proportion who earned at least a C has been consistently close to 100%. (03/30/2015)</p> <p><b>Related Documents:</b>  <a href="#">Info and Oral-ECO340.pdf</a></p>	<p><b>Actions:</b> No specific action is necessary at this time in ECO340. The faculty will continue to monitor the results of this outcome. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            32 student presentations were reviewed by the faculty. 31 students (97%) earned an A (a 4 in all areas) on their presentation skills and 1 student (3%) failed to present. We met the criterion for this outcome. Additionally, the proportion of students who earned an A is significantly</p>	<p><b>Actions:</b> No action is necessary at this time. The faculty will continue to emphasize the importance of being prepared, using brief and effective visuals and practicing. (10/15/2014)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>greater compared to Fall 2013 and Spring 2013. (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO340 oral presentation.pdf</a></p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            30 student presentations were evaluated by the faculty (2 students were excused from the presentation due to reasons related to health). Out of 30, 2 students (6.67%) earned an A, 24 students (80%) earned a B, 2 students (6.67%) earned a C and 1 student (3.33%) earned a D. We met our criterion for the oral presentation outcome. 97.6% of students earned at least a basic C (at least a 2). The proportion of students who earned at least a C (or at least a 2) is significantly more than that in Spring 2013 (86%). (04/09/2014)</p> <p><b>Related Documents:</b>  <a href="#">ECO340 Fall13 Oral</a></p>	<p><b>Actions:</b> Students were comfortable presenting their papers in general. Some of our students struggled with delivery and preparedness. Faculty will emphasize the importance of being prepared, constructing a good presentation with brief and effective visuals, and practicing. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            86% of students scored at least a 2 in all areas of the rubric. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p><b>Actions:</b> Students practice presenting research in economics in ECO340 before ECO400 in which they are required to present their research papers in more detail. A few students struggled with delivery and preparedness. Faculty will emphasize the importance of this criterion along with the organization of the presentation and will encourage practicing so that students move on to ECO400 with better presentation skills. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            All students scored at least a 2 in all areas of the rubric. (10/28/2012)</p>	<p><b>Actions:</b> Students are performing well on this measure and all the criteria are met. No action is needed. (10/28/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> Overall, students performed well on this measure.</p>

Outcomes	Assessment Methods	Results	Actions
		All students scored at least a 2 in all areas of the rubric. (07/31/2012)	The instructor will keep addressing the issues that students need to improve. Also the scales will be adjusted to match other measures. (07/31/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All students scored at least a 2 in all areas of the rubric. (09/22/2011)	<b>Actions:</b> Starting in Spring 2011, a presentation in ECO340 is used to measure oral communication because ECO409 is no longer offered. Students are meeting the standards. (09/22/2011)
<b>Knowledge</b> - Students will identify, describe and explain the basic concepts and theories relating to the economic discipline. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Common department examination -</b> This is a comprehensive exam which tests students on microeconomics, macroeconomics, international and statistics which are related to the learning goals of the economic core courses. Students receive extra credit for doing well on the exam in ECO400. <b>Criterion:</b> 75% of students will earn at least a 70% on the exam. <b>Schedule:</b> Every time the course is taught.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met 20 students took the common departmental exit exam and both the macro- and microeconomics versions of the Test of Understanding in College Economics (TUCE) in December 2015. 12 of these students (60.0%) scored above a 70% on the exam, which significantly exceeds the 26.7% of students that did so in the spring. The overall average on the exit exam was 72.4%, also exceeding the 62.5% average from the previous semester. While once again we did not meet the criteria for this outcome, we did see significant improvement toward our goal relative to what occurred in the spring.  On the Macro TUCE, 65.0 percent of the students got scores below 70% and the average score was 62.7 percent correct. This is not a good end result, but is a slight improvement over the spring 2015 outcomes when the average score on the macro TUCE was 59.2%. The fall 2015 outcomes for the Micro TUCE were somewhat worse, with only 20.0% of the students achieving scores greater than 70% and with an average of only 57.5%. Here again we see improvement over the spring outcomes, which saw an average score on the micro TUCE of only 46.2%, with only 10% of the students getting a score above a 70%. (06/13/2016) <b>Related Documents:</b>	<b>Actions:</b> While we are still making a determination of whether the TUCE instruments are appropriate for assessing our goals, we are leaning toward putting together some type of measure that will combine the scores of the three assessment instruments above and likely do some type of weighting across the instruments or perhaps even across individual questions. We hope to complete this in fall of 2016.  As stated in the last report, our biggest difficult seems to student buy-in with the importance of these assessments to the university, the school, and the department. Without it, there is little effort being made to do well on these tests. This is a particular problem in the spring semester, being the final semester prior to graduation for the majority of students, but is also often the case in the fall semester as well.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<a href="#">Fall 2015 Exit Exam &amp; TUCE Scores ECO400.pdf</a>	<p>The department will continue to discuss and test different means of giving students more incentive to do well on these and hopefully improve overall outcomes.</p> <p>As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments. (06/13/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            30 students took the common departmental exam in May 2015. Only 8 of these students (26.67%) scored above a 70% on the exam, while half got less than 60% of the points available. The overall average on the exam was 62.54%. We did not meet the criteria for this outcome and the proportion of students who earned above a 70% dropped significantly from the previous semester's outcome of 67% earning greater than 70%. This followed outcomes of 60% in spring semester 2014 and 58% in fall semester 2013.</p> <p>While the Test of Understanding in College Economics (TUCE) for Macroeconomics was administered along with the exit exam for the first time in December of 2014, the TUCE for Microeconomics was administered along with the Macroeconomics version for spring 2015. These instruments are still under consideration for basing future assessment on, but we report the results here to allow for comparisons going forward. On the Macro TUCE, 2/3 of the students got scores below 70%. However, other third of students did exceed 70%, which is a better outcome than we had for the exit exam. The end result is still not good,</p>	<p><b>Actions:</b> We will continue to collect data on the basic knowledge outcomes and consider the use of the TUCE assessment instruments or some combination of these and the exit exam as our official assessment plan in the future. No matter the assessment tool, it seems important that we come up with a better way to boost student buy-in with the importance of these assessments to the university, the school, and the department. While some professors offer potential for extra credit towards the course grade for good scores on the assessments, this may not be enough to get better effort from the students. The department will meet and consider alternative methods to help improve our outcomes.</p>

Outcomes	Assessment Methods	Results	Actions
		<p>though, as the average outcome was 59.19% -- a decline from the previous 66.1% average. Unfortunately, outcomes for the Micro TUCE were substantially worse. Only 10% of the students achieved scores greater than 70% on that and the average was only 46.22%.</p> <p>(10/06/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">Spring 2015 Exit Exam &amp; TUCE Scores ECO400.pdf</a></p>	<p>(10/06/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>18 students took the common departmental exam in December 2014. 12 students (67%) scored above a 70% on the exam. The class average was 75.57%. We did not meet the criteria for this outcome. However, the proportion of students who earn above a 70% has been the highest to date (e.g. 60% in Spring 2014 and 58% in Fall 2013).</p> <p>Following up with our action plans, we administered the macro TUCE (Test of Understanding in College Economics) exam in December 2014. The class average was 66.1% (20 correct out of 30 questions). This puts our senior class in the 86th percentile of 44 institutions and 2789 students who took the macro TUCE in the U.S.</p> <p>(03/30/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">Knowledge-Departmental Exam.pdf</a></p>	<p><b>Actions:</b> We decided to collect more data on the basic knowledge outcome. The department purchased the micro and the macro TUCE (Test of Understanding in College Economics) to administer in May 2015. The faculty will ask students to choose between micro and macro portions of TUCE. If they perform well (i.e. above a 70%), they will have a chance to earn extra points in ECO400.</p> <p>TUCE helps us compare our students' performance with others' around the U.S. We will continue to collect data on both the TUCE and the Common Departmental Exam. We plan to include the TUCE as part of our official assessment plan to administer alongside the Common Departmental Exam in future semesters.</p> <p>(03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>20 students took the common department exam in May 2014. 12 students (60%) scored above 70% on the exam. We did not meet the criterion for this outcome. However, the proportion of students who earn above 70% has been</p>	<p><b>Actions:</b> Based on the scores on the common department exam, the department decided to collect more data on the basic knowledge outcome. The department purchased TUCE (Test of</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>increasing since last Spring (58% in Fall 2013 and 48% in Spring 2013). (10/15/2014)</p> <p><b>Related Documents:</b>  <a href="#">Exit Exam.pdf</a></p>	<p>Understanding in College Economics) to administer in December 2014 along with the common department exam. The faculty will ask students to choose between micro and macro portions of TUCE. If they perform well (above a 70%), they will have a chance to earn extra points in ECO400. This will give our department a chance to expand the set of questions with various difficulty levels and use a nationally norm referenced tool to assess our students' performance. (10/15/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            12 students took the common departmental exam in December 2013. 7 students (58.34%) scored above a 70% on the exam and 5 students (41.66%) scored below a 70%. We did not meet the criteria for this outcome. However, the proportion of students who earned above a 70% is higher than it was in Spring 2013 (48%). (04/10/2014)</p> <p><b>Related Documents:</b>  <a href="#">Common Exam Fall13 Knowledge.pdf</a></p>	<p><b>Actions:</b> The number of questions and the small sample size create limitations for our common department exam as assessment measure. Starting Fall 2014, the program faculty will adopt a new exam (TUCE) to assess student performance on basic knowledge. TUCE (Test of Understanding College Economics) is a standardized test of economics with questions related to microeconomics, macroeconomics and international economics. Faculty will keep using the common department exam to measure knowledge of statistics and will use it as a robustness check on TUCE. Faculty will also develop strategies to incentivize good performance on the tests. (04/10/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met</p>	<p><b>Actions:</b> Starting Fall 2014, the program faculty will adopt a new</p>

Outcomes	Assessment Methods	Results	Actions
		<p>47% of students scored at least a 70% on the exam. The average score was 66%. Some of our students scored well above 80%; however 53% fell behind the 70% threshold. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p>exam (TUCE) to assess student performance on basic knowledge. TUCE (Test of Understanding College Economics) is a standardized test of economics with questions related to microeconomics, macroeconomics and international economics. Faculty will add questions on statistics and regression analysis to TUCE. This exam will be more comprehensive and it will allow faculty to assess student performance more effectively as it is nationally norm referenced. Faculty will also develop strategies to incentivize good performance on the test. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            54% of students earned at least a 70% on the exam. The average score on the exam was 65. (10/29/2012)</p>	<p><b>Actions:</b> The department continues to discuss ways to improve student performance on this measure. (11/15/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            43% of students earned at least a 70% on the exam. The average score of the exam was 64.5%. The highest score was 82%. (07/31/2012)</p>	<p><b>Actions:</b> Although the criterion was not met, the average score improved significantly from 58% (Spring 2011) to 64.5%. Six students scored 70% and above. Faculty plan to review the exam again to make sure the questions are clearly stated. (07/31/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            The average score on the exit exam is 58%. One student scored 84% . (09/22/2011)</p>	<p><b>Actions:</b> The average score improved a little bit. 84% is the highest score we've ever had on the exit exam. However we still haven't met the criterion. We are in the process of reviewing questions that students consistently missed. A new exam will be developed in Fall 2011.</p>

Outcomes	Assessment Methods	Results	Actions
			Faculty members are encouraged to emphasize the learning objectives in the class. And those learning goals will be posted on D2L for easy access. We also consider offering incentives to improve students' performance. (09/22/2011)
	<b>Embedded Course Assessment -</b> Paper in ECO 400 graded with a common rubric. Students must develop an economic position and support the position with appropriate economic concepts and theories. <b>Criterion:</b> 75% of students will score at least a "Basic C" on the rubric items associated with basic concepts. <b>Schedule:</b> Every semester course is taught.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met 20 student papers were reviewed by the faculty. All 20 of the students (100.0%) scored at least a C on the parts of the rubric that relate to basic concepts, with 50.0% scoring an A and 40.0% scoring a B on the pieces of the rubric assessed for this component. Once again we have met our criteria for this outcome. Student knowledge of basic concepts continues to be excellent in ECO400, as well over 90% of outcomes have been a C or above every semester going back to fall of 2013. (06/07/2016) <b>Related Documents:</b> <a href="#">Fall 2015 Knowledge Assessment ECO400 (Basic Skills).pdf</a>	<b>Actions:</b> No specific action is necessary at this time in ECO400. The faculty will continue to monitor the results of this outcome.  As previously reported, the department has agreed to revisit all of our assessment rubrics and is in the process of revising the point scales and outcome measures to make them more consistent across all categories. These are expected to be finalized early in fall semester 2016 for implementation in that semester's assessments. (06/14/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met 29 student papers were reviewed by the faculty. 28 of the students (96.55%) scored at least a C on the parts of the rubric that relate to basic concepts. 17 students (58.62%) scored an A, 8 students (27.39%) scored a B, 3 students (10.34%) scored a C, and 1 student (3.45%) scored less than a C. We have once again met our criteria for this outcome. Student knowledge of basic concepts continues to be excellent in ECO400, as well over 90% of outcomes have been a C or above every semester going back to fall of 2013. (10/06/2015) <b>Related Documents:</b> <a href="#">Spring 2015 Knowledge Assessment ECO400.pdf</a>	<b>Actions:</b> No action is necessary at this time in ECO400. The faculty will continue to monitor results for this outcome.  The department is planning to revisit all of our assessment rubrics and will potentially be making revisions in order to make the point scales and outcome measures more consistent across all categories. Updates on our progress will be provided in future assessment reports. (10/06/2015)



Outcomes	Assessment Methods	Results	Actions
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>16 student papers were reviewed by the faculty. 14 students (93.75%) scored at least a C on the parts of the rubric related to basic concepts. 12 students (75%) scored an A, 2 students (12.5%) scored a B, 1 student (6.25%) scored a C and 1 student (6.25%) scored less than a C. We met our criteria for the outcome. The students' knowledge of basic concepts has been excellent in ECO400 (95% and 98% scored at least a C in Spring 2014 and Fall 2013, respectively.) (03/30/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">Knowledge-ECO400.pdf</a></p>	<p><b>Actions:</b> No specific action is necessary at this time in ECO400. The faculty will continue to monitor the results of this outcome. (03/30/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>20 student papers were reviewed by the faculty. 19 students (95%) scored at least a C on the parts of the rubric related to basic concepts. 12 students (60%) scored an A, 4 students (20%) scored a B, 3 students (15%) scored a C and 1 student (5%) scored less than a C. We met our criterion for the outcome. Our students' knowledge of basic concepts has been exceeding our criteria in ECO400 (92% and 94% scored at least a C in Fall 2013 and Spring 2013, respectively.) (10/15/2014)</p> <p><b>Related Documents:</b></p> <p><a href="#">ECO400 basic concepts.pdf</a></p>	<p><b>Actions:</b> No specific action is necessary at this time in ECO400. The faculty will continue to monitor the results of the knowledge outcome. (10/15/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>12 student papers were reviewed by the faculty. 11 students (92%) scored at least a C on the parts of the rubric related to basic concepts. 10 students (83.4%) scored an A, 1 student (8.3%) scored a B and 1 student (8.3%) scored a D. We met our criterion for the outcome. This proportion was also above 90% in Spring 2013 (94%). (04/10/2014)</p> <p><b>Related Documents:</b></p> <p><a href="#">ECO400 Fall13 Knowledge</a></p>	<p><b>Actions:</b> Students understand and apply the concepts of economics successfully in their research. Faculty will continue to monitor the results. (04/10/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>94% of students scored at least a Basic C on the rubric items</p>	<p><b>Actions:</b> Students understand and apply the concepts of economics successfully in their research.</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>associated with basic concepts. (10/08/2013)</p> <p><b>Related Documents:</b>  <a href="#">final paper eco400 sp13.pdf</a></p>	<p>Faculty will continue to monitor the results. (10/08/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  All students scored at least a "Basic C" on the rubric items associated with basic concepts. (10/29/2012)</p>	<p><b>Actions:</b> Criterion was met.  Faculty will continue to monitor the results. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  All students scored at least a "Basic C" on the rubric item associated with basic concepts. (07/31/2012)</p>	<p><b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor the results. (07/31/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  All students scored at least a "Basic C" on the rubric items associated with basic concepts. (09/22/2011)</p>	

# Assessment: Assessment Unit Four Column

## CBPA Program: Finance BS

---

**Mission Statement:** The Mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School will: provide high-value business programs at the undergraduate and graduate level; foster student development through multidisciplinary education, scholarship and experiential learning; work with regional businesses and nonprofits to continuously impact pedagogy and business practices through relevant research and other professional activities.

**Student Learning Assessment Plan Narrative :** Fall 2012: In setting assessment goals, the Finance Department strives to achieve a super majority with 75% of students passing in essential areas vs. a simple majority of only 51%. This 75% figure is supported by the Middle States Commission on Higher Education which employs the Goal Inventory developed by the Pew Charitable Trust and the Ford Foundation\* in which an "Essential Goal" is defined as "a goal you always/nearly always try to achieve 76% to 100% of the time." (Source: page 23, Student Learning Assessment [http://www.msche.org/publications/SLA\\_Book\\_0808080728085320.pdf](http://www.msche.org/publications/SLA_Book_0808080728085320.pdf) ). Our performance goal assessed by the rubrics was that students would perform at an acceptable or better level on the various skills. With three levels of performance on the rubric (poor, average/good, and outstanding) we assigned numerical scores to the performance categories. Since 75% generally represents average, we chose 7 or 70% to represent average/good on the rubrics. After attending several conference sessions on assessment, we learned from other schools of business that they considered a score of 68% acceptable on competency or comprehensive exams. In order to be consistent with the rubrics, we chose 70% of the questions correct on our exam as the goal. When we began our formal assessment plan several years ago, we set as our goal that 75% of our students would achieve average or better scores in all areas of the rubrics and on the finance competency exam. As we came closer to that goal in most areas, we increased the percentage to 85 in order to challenge ourselves while maintaining an attainable goal. Our description of average/good and the selection of 70% to represent that level of performance as well as the goal that 85% of our students would achieve that goal was consistent with other assessment programs and also received the approval of our financial industry advisory committee. This is consistent with AACSB standards. Students are assessed in every semester in the appropriate courses. No sampling occurs.

Assurance of learning at the undergraduate core level is completed by the Undergraduate Program Committee. Since the core comprises classes across the four departments, the committee is responsible for assurance of learning activities that occur in any of those common classes. For the finance major courses that are not part of the core, department faculty meet each semester to review results from the prior semester, to evaluate progress, and to identify relevant changes. All rubrics are developed in compliance with AACSB standards and with reference to Middle States examples. All rubrics and individual student scores on the rubrics are loaded into Sedona each semester.

In the Department of Economics and Finance there have been a number of changes in finance courses due to feedback from the assurance of learning program. In Intermediate Financial Management, a computation of the weighted average cost of capital was added to the financial analysis to help clarify the practical use of the CAPM and growth model. Since not all students have taken the second semester of statistics prior to enrollment of this class, there is now a segment on regression that is then applied in the financial analysis project. Statistics professors are also emphasizing practical application of regression in the statistics course. Further, a writing assignment was added to Intermediate Financial Management in order to strengthen writing skills before students begin the thesis in their Contemporary Financial Issues course. This assignment is collected and graded in three stages to encourage students to spend the appropriate amount of time on each section. This has been found to improve writing, quantitative, and Excel skills. Given the importance of Excel in the finance world, time is spent in going over graphs, tables, and spreadsheets in class as well as assessing students' mastery of them in the financial analysis. In order to strengthen students' understanding of the international impact on company decision-making, an individual quantitative project was added to International Finance. Additional emphasis is also placed on oral presentation skills in that course as the students present a group project as well. In Contemporary Financial Issues, the thesis is now assigned and discussed earlier.

**Student Learning Outcome Rotation Schedule:** Annually

Outcomes	Assessment Methods	Results	Actions																
<p><b>Oral Communication</b> - Students will demonstrate an ability to effectively communicate information of a financial or policy nature through oral presentation.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Oral presentation of a thesis paper in FIN375 graded with a common rubric.</p> <p><b>Criterion:</b> 85% of the students will score a good/acceptable on each of the area in the rubric as well as overall.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>The criterion states that 85% of students should score a 2 or higher on their overall assessment. In Fall 2015, 95% of students scored a 2 or higher on their overall assessment, which consists of the average score of the eight rubric items.</p> <p>Each rubric item is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric items states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Fall 2015 semester is below:</p> <table><tr><td>Appearance</td><td>98% of students scored a 2 or better.</td></tr><tr><td>Audience Response</td><td>95% of students scored a 2 or better.</td></tr><tr><td>Content Knowledge</td><td>98% of students scored a 2 or better.</td></tr><tr><td>Delivery</td><td>96% of students scored a 2 or better.</td></tr><tr><td>Organization</td><td>98% of students scored a 2 or better.</td></tr><tr><td>Posture and Eye Contact</td><td>98% of students scored a 2 or better.</td></tr><tr><td>Preparedness</td><td>95% of students scored a 2 or better.</td></tr><tr><td>Visuals</td><td>96% of students scored a 2 or better.</td></tr></table> <p>(06/06/2016)</p> <p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>The criterion states that 85% of students should score a 2 or higher on their overall assessment. In Spring 2015, 95% of students scored a 2 or better on their overall assessment, which consists of the average score of the eight rubric areas.</p> <p>Each rubric areas is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion also states that 85% of</p>	Appearance	98% of students scored a 2 or better.	Audience Response	95% of students scored a 2 or better.	Content Knowledge	98% of students scored a 2 or better.	Delivery	96% of students scored a 2 or better.	Organization	98% of students scored a 2 or better.	Posture and Eye Contact	98% of students scored a 2 or better.	Preparedness	95% of students scored a 2 or better.	Visuals	96% of students scored a 2 or better.	<p><b>Actions:</b> Actions: Goals are met in all areas. We recommend faculty continues to monitor progress, assure students’ performance meet the goal. (06/06/2016)</p> <hr/> <p><b>Actions:</b> Actions: Goals are met in all areas and overall. There is a significant improvement from previous semesters in all areas. We recommend faculty continue to monitor progress, assure students’ performance meet the goal. Faculty will consider changing the rubrics from 3-point scale to 4-point scale to provide</p>
Appearance	98% of students scored a 2 or better.																		
Audience Response	95% of students scored a 2 or better.																		
Content Knowledge	98% of students scored a 2 or better.																		
Delivery	96% of students scored a 2 or better.																		
Organization	98% of students scored a 2 or better.																		
Posture and Eye Contact	98% of students scored a 2 or better.																		
Preparedness	95% of students scored a 2 or better.																		
Visuals	96% of students scored a 2 or better.																		

Outcomes	Assessment Methods	Results	Actions
		<p>students should score a 2 or higher on each rubric area. The breakdown of each areas for Spring 2015 semester is below:</p> <p>Appearance: 97% of students scored a 2 or better.  Audience Response: 93% of students scored a 2 or better.  Content Knowledge: 99% of students scored a 2 or better.  Delivery: 98% of students scored a 2 or better.  Organization: 96% of students scored a 2 or better.  Posture and Eye Contact: 96% of students scored a 2 or better.  Preparedness: 95% of students scored a 2 or better.  Visuals: 98% of students scored a 2 or better. (09/30/2015)</p>	<p>more detail about the assessment. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  The criterion states that 85% of students should score a 2 or higher on their overall assessment. In Fall 2014, 94% of students scored a 2 or better on their overall assessment, which consists of the average score of the eight rubric areas.</p> <p>Each rubric area is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion also states that 85% of students should score a 2 or higher on each rubric area. The breakdown of each areas for Spring 2015 semester is below:</p> <p>Appearance: 93% of students scored a 2 or better.  Audience Response: 90% of students scored a 2 or better.  Content Knowledge: 97% of students scored a 2 or better.  Delivery: 92% of students scored a 2 or better.  Organization: 93% of students scored a 2 or better.  Posture and Eye Contact: 96% of students scored a 2 or better.  Preparedness: 94% of students scored a 2 or better.  Visuals: 96% of students scored a 2 or better (03/26/2015)</p>	<p><b>Actions:</b> Goals are met in all areas and overall. There is a significant improvement from previous semesters in all areas. We recommend faculty continue to monitor progress, assure students' performance meet the goal. Faculty will consider changing the rubrics from 3-point scale to 4-point scale to provide more detail about the assessment. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  77% of the students scored 70% or better overall on the rubric dealing with ORAL PRESENTATION SKILLS. The</p>	<p><b>Actions:</b> Goals met in appearance, delivery, posture and eye contact, and preparedness, but score was low in audience response, content</p>

Outcomes	Assessment Methods	Results	Actions
		breakdown by sub-category is as follows:	knowledge, organization, and visuals. The main reason is that there were quite a few students didn't attend the presentation so the results are skewed, also because professor Abdesaken is new in teaching FIN375. We recommend that professors of FIN375 talk to each other and make attendance at the presentations a course requirement. We also recommend professors record students' presentation to help them improve presentation skills. (10/17/2014)
		APPEARANCE- 94% scored 70% or better AUDIENCE RESPONSE- 64% scored 70% or better CONTENT KNOWLEDGE- 64% scored 70% or better DELIVERY- 88% scored 70% or better ORGANIZATION- 65% scored 70% or better POSTURE AND EYE CONTACT- 96% scored 70% or better PREPAREDNESS- 93% scored 70% or better VISUALS- 64% scored 70% or better (10/17/2014)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 100% of the students scored 70% or better overall on the rubric dealing with ORAL PRESENTATION SKILLS. We met our goal in all areas. The breakdown by sub-category is as follows:	<b>Actions:</b> Goals met in all areas; faculty continues to monitor progress and assure students' performance meet the goal. (04/04/2014)
		APPEARANCE- 100% scored 70% or better AUDIENCE RESPONSE- 100% scored 70% or better CONTENT KNOWLEDGE- 100% scored 70% or better DELIVERY- 100% scored 70% or better ORGANIZATION- 100% scored 70% or better POSTURE AND EYE CONTACT- 92% scored 70% or better PREPAREDNESS- 100% scored 70% or better VISUALS- 100% scored 70% or	



Outcomes	Assessment Methods	Results	Actions
		<p>better PREPAREDNESS- 99% scored 70% or better VISUALS- 98% scored 70% or better (10/16/2013)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  In FIN375, 90% of the students scored 70% or better overall on the rubric dealing with ORAL PRESENTATION SKILLS. We met our goal in all areas. The breakdown by sub-category is as follows:</p> <p>APPEARANCE- 96% scored 70% or better  AUDIENCE RESPONSE- 94% scored 70% or better  CONTENT KNOWLEDGE- 88% scored 70% or better  DELIVERY- 94% scored 70% or better  ORGANIZATION- 94% scored 70% or better  POSTURE AND EYE CONTACT- 90% scored 70% or better  PREPAREDNESS- 96% scored 70% or better  VISUALS- 89% scored 70% or better  (10/29/2012)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  In FIN375, ORAL PRESENTATION SKILLS were not assessed. The professor who previously taught the course retired in July, 2011, and a part-time professor taught this fall semester and then retired unexpectedly without completing the rubrics. (09/23/2012)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  In FIN375, ALL of the students scored 70% or better overall</p>	<p><b>Actions:</b> No changes are planned. We will monitor performance in this area for continued satisfactory performance. (10/29/2012)</p> <hr/> <p><b>Actions:</b> We will resume assessment of oral presentation skills in FIN375 in the spring of 2012. (09/23/2012)</p> <hr/> <p><b>Actions:</b> Beginning Fall, 2011, FIN375 will be taught by a different instructor due to the</p>



Outcomes	Assessment Methods	Results	Actions
		in oral presentation skills and in the individual categories of appearance, audience response, content, delivery, organization, posture and eye contact, preparedness and visuals. (09/21/2011)	retirement of the previous professor. We will continue to monitor results. (09/21/2011)
	<b>Embedded Course Assessment -</b> Presentation of project in FIN372 graded on a common rubric. <b>Criterion:</b> 85% of the students will score good/acceptable or higher on each area of the rubric. <b>Schedule:</b> Every semester the course is taught starting Fall 2010	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Each rubric item is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric items states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Fall 2015 semester is below:  Audience Response 100% of students scored a 3 or better. Content Knowledge 99% of students scored a 3 or better. Delivery 100% of students scored a 3 or better. Organization 100% of students scored a 3 or better. Length 100% of students scored a 3 or better. Visuals 99% of students scored a 3 or better. (06/06/2016)  <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Each rubric areas is assessed on a 4 point scale, where 1 refers to poor, 2 refers to marginal, 3 refers to good and 4 refers to outstanding. The criterion states that 85% of students should score a 3 or higher on each rubric area. The breakdown of each area for Spring 2015 semester is below:  Audience Response: 99% of students scored a 3 or better. Content Knowledge: 91% of students scored a 3 or better. Delivery: 88% of students scored a 3 or better. Organization: 98% of students scored a 3 or better. Length: 99% of students scored a 3 or better. Visuals: 95% of students scored a 3 or better.  The overall assessment is the average score of the six rubric areas. In Spring 2015, 99% of students scored a 3 or better	<b>Actions:</b> Goals are met in all areas. We recommend faculty continues to monitor progress, assure students' performance meet the goal. (06/06/2016)  <b>Actions:</b> Goals are met in all areas. We recommend faculty continues to monitor progress in FIN 372 and assure students' performance meets the goal. (09/30/2015)

Outcomes	Assessment Methods	Results	Actions
		for the overall assessment. (09/30/2015)	
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Each rubric areas is assessed on a 4 point scale, where 1 refers to poor, 2 refers to marginal, 3 refers to good and 4 refers to outstanding. The criterion for the rubric areas states that 85% of students should score a 3 or higher on each rubric area. The breakdown of each area for Fall 2014 semester is below:</p> <p>Audience Response: 100% scored 70% or better  Content Knowledge: 88% scored 70% or better  Delivery: 100% scored 70% or better  Organization: 100% scored 70% or better  Length: 86% scored 70% or better  Visuals100% scored 70% or better</p> <p>The overall assessment is the average score of the six rubric areas. In Fall 2014, 96% of students scored a 3 or better for the overall assessment.  (03/26/2015)</p>	<p><b>Actions:</b> Goals met in all areas. We recommend faculty continue to monitor progress in FIN 372 and assure students' performance meets the goal. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>97% of the students scored 70% or better overall on the rubric dealing with ORAL PRESENTATION SKILLS. We met our goal in all areas. The breakdown by sub-category is as follows:</p> <p>AUDIENCE RESPONSE- 97% scored 70% or better  CONTENT KNOWLEDGE- 100% scored 70% or better  DELIVERY- 100% scored 70% or better  ORGANIZATION- 100% scored 70% or better  LENGTH- 97% scored 70% or better  VISUALS- 91% scored 70% or better  (10/17/2014)</p>	<p><b>Actions:</b> Goals met in all areas. We recommend faculty continues to monitor progress to assure students' performance meet the goal. (10/17/2014)</p>

Outcomes	Assessment Methods	Results	Actions												
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>98% of the students scored 70% or better overall on the rubric dealing with ORAL PRESENTATION SKILLS.The breakdown by sub-category is as follows:</p> <table><tr><td>AUDIENCE RESPONSE- better</td><td>100% scored 70% or better</td></tr><tr><td>CONTENT KNOWLEDGE- better</td><td>92% scored 70% or better</td></tr><tr><td>DELIVERY- scored 70% or better</td><td>100%</td></tr><tr><td>ORGANIZATION- better</td><td>97% scored 70% or better</td></tr><tr><td>LENGTH- better</td><td>84% scored 70% or better</td></tr><tr><td>VISUALS- better</td><td>91% scored 70% or better</td></tr></table> <p>(04/04/2014)</p>	AUDIENCE RESPONSE- better	100% scored 70% or better	CONTENT KNOWLEDGE- better	92% scored 70% or better	DELIVERY- scored 70% or better	100%	ORGANIZATION- better	97% scored 70% or better	LENGTH- better	84% scored 70% or better	VISUALS- better	91% scored 70% or better	<p><b>Actions:</b> Goals met in all areas with the exception of length (84%) in FIN372. There were a few students whose score were very low in length and dragged down the performance score . We recommend professors of Fin372 make clear of the presentation time limit before each presentation (04/04/2014)</p>
AUDIENCE RESPONSE- better	100% scored 70% or better														
CONTENT KNOWLEDGE- better	92% scored 70% or better														
DELIVERY- scored 70% or better	100%														
ORGANIZATION- better	97% scored 70% or better														
LENGTH- better	84% scored 70% or better														
VISUALS- better	91% scored 70% or better														
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>100% of the students scored 70% or better overall on the rubric dealing with oral presentation skills.</p> <table><tr><td>AUDIENCE RESPONSE- better</td><td>100% scored 70% or better</td></tr><tr><td>CONTENT KNOWLEDGE- better</td><td>97% scored 70% or better</td></tr><tr><td>DELIVERY- better</td><td>95% scored 70% or better</td></tr><tr><td>ORGANIZATION- better</td><td>100% scored 70% or better</td></tr><tr><td>LENGTH- better</td><td>94% scored 70% or better</td></tr><tr><td>VISUALS- better</td><td>89% scored 70% or better</td></tr></table> <p>(10/26/2013)</p>	AUDIENCE RESPONSE- better	100% scored 70% or better	CONTENT KNOWLEDGE- better	97% scored 70% or better	DELIVERY- better	95% scored 70% or better	ORGANIZATION- better	100% scored 70% or better	LENGTH- better	94% scored 70% or better	VISUALS- better	89% scored 70% or better	<p><b>Actions:</b> Goals met in all areas. We will continue to work on these skills to maintain performance. (10/26/2013)</p>
AUDIENCE RESPONSE- better	100% scored 70% or better														
CONTENT KNOWLEDGE- better	97% scored 70% or better														
DELIVERY- better	95% scored 70% or better														
ORGANIZATION- better	100% scored 70% or better														
LENGTH- better	94% scored 70% or better														
VISUALS- better	89% scored 70% or better														
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>100% of the students scored 70% or better overall on the rubric dealing with ORAL PRESENTATION SKILLS. The breakdown by sub-</p>	<p><b>Actions:</b> Goals met in all areas with the exception of Length (79%) in FIN372. We recommend professors of Fin372 setting the presentation time to 15 minutes</p>												

Outcomes	Assessment Methods	Results	Actions
		category is as follows:	per group. (10/16/2013)
		AUDIENCE RESPONSE- better	95% scored 70% or better
		CONTENT KNOWLEDGE- better	100% scored 70% or better
		DELIVERY- scored 70% or better	99%
		ORGANIZATION- better	100% scored 70% or better
		LENGTH- better	79% scored 70% or better
		VISUALS- better (10/14/2013)	93% scored 70% or better
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In FIN372, 83% of the students scored 70% or better overall on the rubric dealing with ORAL PRESENTATION SKILLS. The breakdown by sub-category is as follows:	
		AUDIENCE RESPONSE- better	93% scored 70% or better
		CONTENT KNOWLEDGE- better	89% scored 70% or better
		DELIVERY- better	84% scored 70% or better
		ORGANIZATION- better	93% scored 70% or better
		LENGTH- better	93% scored 70% or better
		VISUALS- better (10/29/2012)	93% scored 70% or better
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 100% (all 56) of the students scored 70% or better overall on the rubric dealing with ORAL PRESENTATION SKILLS. The breakdown by sub-category is as follows:	
		<b>Actions:</b> Goals met in all areas with the exception of Delivery (84%) and Overall (83%) in FIN372. We are very pleased with the students? performance. (10/29/2012)	
		<b>Actions:</b> The group presentations in FIN372 were excellent but there were some weaknesses that the assessment instrument did not measure adequately. Dr. Amy Li will revise the rubric to include ?	

Outcomes	Assessment Methods	Results	Actions
		<p>AUDIENCE RESPONSE 96% scored 70% or better</p> <p>CONTENT KNOWLEDGE 98% scored 70% or better</p> <p>DELIVERY 96% scored 70% or better</p> <p>ORGANIZATION 100% scored 70% or better</p> <p>LENGTH 89% scored 70% or better</p> <p>VISUALS 89% scored 70% or better</p> <p>(09/23/2012)</p>	<p>transition? and ?professional appearance?. Both Dr. Li and Dr. Pedersen (professor now teaching FIN375) will stress delivery and discourage reading from notecards. Dr. Li indicated that she will grade student performance with a more critical eye in the future.</p> <p>(09/23/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>In FIN372, 75% of the students scored 70% or better overall in oral presentation skills. Individual categories with percentage scoring 70% better follow:</p> <p>Audience response 85%</p> <p>Content knowledge 85%</p> <p>Delivery 74%</p> <p>Organization 92%</p> <p>Posture and eye contact 74%</p> <p>Length 60%</p> <p>Visuals 92%</p> <p>(09/21/2011)</p>	<p><b>Actions:</b> Professor will emphasize importance of meeting requirements for delivery, posture and eye contact and length of presentation. Students appear to cut their presentations short. (09/21/2011)</p>
<p><b>Quantitative Methods</b> - Students will identify and describe quantitative methods used to analyze financial problems.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> General Education Goal, Learning</p>	<p><b>Embedded Course Assessment</b> - Financial Analysis Project graded with a common rubric in FIN326. Student complete a financial analysis of two corporations. Students must calculate returns, compute financial ratios, perform DuPont analysis and a common size analysis and two methods of determining required returns.</p> <p><b>Criterion:</b> 85% of the students will score a good/acceptable on each of the items in the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Each rubric item is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric items states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Fall 2015 semester is below:</p> <p>Returns Calculation 94 of students scored a 2 or better.</p> <p>Common Size Stmt. Analysis 69% of students scored a 2 or better.</p> <p>DuPont Analysis 89% of students scored a 2 or better.</p> <p>Ratio Analysis 82% of students scored</p>	<p><b>Actions:</b> Goals are met in Common Size Statement Analysis, Ratio Analysis and Growth Model areas. We recommend faculty to make sure that students complete all parts in the project and to emphasize topics that fell below the goal. (06/06/2016)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>a 2 or better.</p> <p>Regression Analysis 92% of students scored a 2 or better.</p> <p>Growth Model 83% of students scored a 2 or better.</p> <p>Security Market Line 88% of students scored a 2 or better.</p> <p>WACC 90% of students scored a 2 or better.</p> <p>(06/06/2016)</p>	
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Each rubric area is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion states that 85% of students should score a 2 or higher on each rubric areas. The breakdown of each area for Spring 2015 semester is below:</p> <p>Returns Calculation: 100% of students scored a 2 or better.</p> <p>Common Size Stmt. Analysis: 91% of students scored a 2 or better.</p> <p>DuPont Analysis: 91% of students scored a 2 or better.</p> <p>Ratio Analysis: 88% of students scored a 2 or better.</p> <p>Regression Analysis: 96% of students scored a 2 or better.</p> <p>Growth Model: 95% of students scored a 2 or better.</p> <p>Security Market Line: 95% of students scored a 2 or better.</p> <p>WACC: 95% of students scored a 2 or better.</p> <p>The overall assessment is the average score of the six rubric areas. In Spring 2015, 95% of students scored a 2 or better for the overall assessment. (09/30/2015)</p>	<p><b>Actions:</b> Goals are met in all areas. There was improvement in all areas, except for Common Size Statement Analysis, which decreased slightly from Fall 2014. We recommend faculty continue to monitor progress in FIN 326 and assure students' performance meets the goal. Faculty will consider changing the rubric from a 3-point scale to 4-point scale to allow for a more nuanced assessment. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Each rubric area is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion states that 85% of students should score a 2 or higher on each rubric areas. The breakdown of each area for the Fall 2014 semester is below:</p>	<p><b>Actions:</b> Students overall performance has improved from previous semesters; however, the criterion was not met in all rubric areas. We recommend faculty continues to monitor progress in FIN 326 and assure students' performance meets the goals in the areas of DuPont Analysis,</p>

Outcomes	Assessment Methods	Results	Actions
		Calculation of Historical Returns: 96% scored a 2 or better Common Size Statement Analysis: 95% scored a 2 or better Dupont Analysis: 79% scored a 2 or better Ratio Analysis: 82% scored a 2 or better Regression Analysis (Beta)85% scored a 2 or better Use of Growth Model84% scored a 2 or better Use of Security Market Line (CAPM): 86% scored a 2 or better Weighted Average Cost of Capital: 92% scored a 2 or better  The overall assessment is the average score of the six rubric areas. In Fall 2014, 95% of students scored a 2 or better for the overall assessment. (03/26/2015)	Ratio Analysis, and the Use of Growth Mode. We recommend the professors in FIN 326 provide more practice problems and continue working on improving these areas. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In FIN326, 89% of the students scored 70% or better overall on the rubric dealing with USING QUANTITATIVE METHODS TO ANALYZE PROBLEMS. The breakdown by sub-category is as follows:  CALCULATION OF HISTORICAL RETURNS- 97% scored 70% or better COMMON SIZE STATEMENT ANALYSIS- 99% scored 70% or better DUPONT ANALYSIS- 88% scored 70% or better RATIO ANALYSIS- 86% scored 70% or better REGRESSION ANALYSIS (BETA) - 87% scored 70% or better USE OF GROWTH MODEL- 80% scored 70% or better USE OF SECURITY MARKET LINE (CAPM)- 83% scored 70% or better WEIGHTED AVG. COST OF CAPITAL- 91% scored 70% or better (10/17/2014)	<b>Actions:</b> Goals not met in the Use of Growth Model and Use of Security Market Line (CAPM), but were very close. Students overall performance has improved from previous semesters. We recommend the professors in Fin326 to continue working on improving these two areas. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met In FIN326, 98% of the students scored 70% or better overall	<b>Actions:</b> Goals are met in five of the eight areas. Goals are not met in Common Size Statement

Outcomes	Assessment Methods	Results	Actions
		<p>on the rubric dealing with USING QUANTITATIVE METHODS TO ANALYZE PROBLEMS. The breakdown by sub-category is as follows:</p> <p>CALCULATION OF HISTORICAL RETURNS- 94% scored 70% or better</p> <p>COMMON SIZE STATEMENT ANALYSIS- 83% scored 70% or better</p> <p>DUPONT ANALYSIS- 88% scored 70% or better</p> <p>RATIO ANALYSIS- 92% scored 70% or better</p> <p>REGRESSION ANALYSIS (BETA) - 80% scored 70% or better</p> <p>USE OF GROWTH MODEL- 69% scored 70% or better</p> <p>USE OF SECURITY MARKET LINE (CAPM)- 85% scored 70% or better</p> <p>WEIGHTED AVG. COST OF CAPITAL- 86% scored 70% or better (04/04/2014)</p>	<p>Analysis, Regression Analysis, and the Growth Model. We are very close in Common Size Statement Analysis and Regression Analysis. We recommend the professors in Fin326 show specific examples on improper growth models and explain more in detail on how to estimate growth rate based on recent performance. (04/04/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>98% of the students scored 70% or better overall on the rubric dealing with USING QUANTITATIVE METHODS TO ANALYZE PROBLEMS. The breakdown by sub-category is as follows:</p> <p>CALCULATION OF HISTORICAL RETURNS- 98% scored 70% or better</p> <p>COMMON SIZE STATEMENT ANALYSIS- 98% scored 70% or better</p> <p>DUPONT ANALYSIS- 90% scored 70% or better</p> <p>RATIO ANALYSIS- 91% scored 70% or better</p> <p>REGRESSION ANALYSIS (BETA) - 87% scored 70% or better</p> <p>USE OF GROWTH MODEL- 63% scored 70% or better</p> <p>USE OF SECURITY MARKET LINE (CAPM)- 93%</p>	<p><b>Actions:</b> Goal not met in the Growth Model, we recommend the professors in Fin326 to go through a real company's example to explain how to get the appropriate growth rate. (10/16/2013)</p>



Outcomes	Assessment Methods	Results	Actions
		<p>scored 70% or better WEIGHTED AVG. COST OF CAPITAL- 90% scored 70% or better (10/16/2013)</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In FIN326, 79% of the students scored 70% or better overall on the rubric dealing with USING QUANTITATIVE METHODS TO ANALYZE PROBLEMS. The breakdown by sub-category is as follows:</p> <p>CALCULATION OF HISTORICAL RETURNS- 82% scored 70% or better COMMON SIZE STATEMENT ANALYSIS- 85% scored 70% or better DUPONT ANALYSIS- 90% scored 70% or better RATIO ANALYSIS- 93% scored 70% or better REGRESSION ANALYSIS (BETA) - 76% scored 70% or better USE OF GROWTH MODEL- 58% scored 70% or better USE OF SECURITY MARKET LINE (CAPM)- 74% scored 70% or better WEIGHTED AVG. COST OF CAPITAL- 78% scored 70% or better  (10/29/2012)</p>	<p><b>Actions:</b> Performance in using quantitative methods has improved overall. Special areas of concern at this point are regression analysis and an understanding of the Gordon Growth Model and CAPM . In addition to reminding statistics professors to spend ample time on the analysis of regression models, we will continue to review these procedures in detail in FIN326. Both FIN325 and FIN326 professors will emphasize the CAPM and Gordon Growth Model. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 93% (54 out of 58) of the students scored 70% or better overall on the rubric dealing with USING QUANTITATIVE METHODS TO ANALYZE PROBLEMS. The breakdown by sub-category is as follows:</p> <p>CALCULATION OF HISTORICAL RETURNS 95% scored 70% or better COMMON SIZE STATEMENT ANALYSIS 64% scored 70% or better</p>	<p><b>Actions:</b> In addition to reminding statistics professors to spend ample time on the analysis of regression models, we will continue to review these procedures in detail in FIN326. We will also spend more time on the Gordon Growth Model and move the Common Size Analysis to early in the semester. (09/23/2012)</p>

Outcomes	Assessment Methods	Results	Actions
		DUPONT ANALYSIS 83% scored 70% or better RATIO ANALYSIS 90% scored 70% or better REGRESSION ANALYSIS (BETA) 60% scored 70% or better USE OF GROWTH MODEL 59% scored 70% or better USE OF SECURITY MARKET LINE (CAPM) 74% scored 70% or better WEIGHTED AVG. COST OF CAPITAL 74% scored 70% or better	
		Special areas of concern are regression analysis and an understanding of the Gordon Growth Model. (09/23/2012)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In FIN326, 89% of the students scored 70% or better overall in quantitative analysis. Individual categories with percentage scoring 70% or better follow: Return calculation 89% Common Size Stmt Analysis 74% DuPont Analysis 83% Ratio Analysis 80% Regression Analysis 70% Growth Model 43% Security Market Line 74% WACC 54% (09/21/2011)	<b>Actions:</b> We are still disappointed in specific areas of performance in the goal of quantitative analysis although students have met the goal of returns calculation and overall performance. We will continue to emphasize both computation and analysis in FIN325 and FIN326. Our greatest areas of concern are students' understanding of the dividend growth model and weighted average cost of capital. They seem to understand these when tested on them but less than half do well in the financial analysis project. We will spend more time in class discussing the meaning and components of both. (09/21/2011)
	<b>Common department examination -</b> Fifteen questions dealing with quantitative methods on the Finance competency exam in FIN375. Students must price bonds, calculate	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met Criterion states that 85% percent of the students will answer at least 11 of the 15 questions correctly (73%). Only 69.64% of the students scored more than 73%.	<b>Actions:</b> The faculty teaching Fin375 will take two actions. First, a formula sheet will be attached to the exam. Second, the weight of the test for final grade

Outcomes	Assessment Methods	Results	Actions
	<p>investment returns, determine present and future value, risk on portfolios calculate annuities and yield to maturity.</p> <p><b>Criterion:</b> 85% percent of the students will answer at least 11 of the 15 questions correctly (73 percent).</p> <p><b>Schedule:</b> Spring semester.</p>	<p>(06/06/2016)</p>	<p>calculation will be increased to 25-30% to encourage students take the test seriously.</p> <p>The questions in Finance Competency Exam are mainly related to the topics covered in FIN372, FIN344, FIN337 and FIN326. Also, each instructor teaching these classes will prepare a study guide that covers the topics the Finance Competency Exam and provide example questions. These study guides will be given to students who take FIN372, FIN344, FIN337 and FIN326, at the end of the semesters. Furthermore, these study guides will be available to students who take FIN375.</p> <p>(06/06/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>The criterion states that 85% of students will answer at least 73% of questions (11 of 15) correctly. The following results indicate the percentage of students who answered the relevant questions correctly in Spring 2015:</p> <p>Q1: 89%</p> <p>Q2: 90%</p> <p>Q3: 77%</p> <p>Q4: 86%</p> <p>Q6: 90</p> <p>Q7: 83%</p> <p>Q11: 92%</p> <p>Q12: 84%</p> <p>Q15: 92%</p> <p>Q16: 91%</p> <p>Q17: 93%</p> <p>Q28: 94%</p> <p>Q36: 93%</p> <p>Q40: 93%</p>	<p><b>Actions:</b> The overall goal was met. While performance fell short on questions 3, 7, and 12, overall performance has improved since Fall 2014. We recommend that faculty continue to monitor progress in FIN 375 and assure students' performance meet the goal. (09/30/2015)</p>

Outcomes	Assessment Methods	Results	Actions
		Q41: 99%	
		85% answering each question correctly was met in 87% of the questions (13 out of 15). This performance is significantly better than that of the Spring 2014 exam. (09/30/2015)	
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive N/A. FIN 375 is only offered in Spring. (03/26/2015)	<b>Actions:</b> Assessment data will be collected in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In the second measure of assessment of Goal #2, the goal of 85% answering each question correctly was met in 40% of the questions (6 out of 15). This performance is slightly better than that of fall 2013 exam. (10/17/2014)	<b>Actions:</b> Faculty will revisit the objectives and problems in finance competency exam and rewrite some of those problems that cause confusion. We also recommend that Fin375 professors spend more time to give students clearer guidelines for the learning objectives, provide practice problems, and review and revise those problems. In addition, the faculty decided to provide the students some equations for Finance Competency Exam but limit the use of index cards in the major courses. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In the second measure of assessment of Goal #2, the goal of 85% answering each question correctly was met in 26.67% of the questions (4 out of 15). This performance is much worse than with fall 2012 exam. (04/04/2014)	<b>Actions:</b> Faculty needs to revisit the objectives and problems in finance competency exam and rewrite some of those problems that cause confusing. We also recommend that Fin375 professors give students clearer guidelines, spend more time on the learning objectives, provide practice problems, and review and revise those problems. In addition, faculty will discuss the possibility

Outcomes	Assessment Methods	Results	Actions
			of allowing the equation index card in the exam. (04/04/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met The goal of 85% answering each question correctly was met in 73% of the questions (11 out of 15). This performance is the same with fall, 2012 exam. (10/16/2013)	<b>Actions:</b> Areas of concern at this point are financial statements, financial ratios and an understanding of the Gordon Growth Model and CAPM as well as questions on the competency exam pertaining to return on equity and annuity payments. In addition to reminding statistics professors to spend ample time on the analysis of regression models, we recommend that Fin326 professors give students clearer guidelines for the learning objectives, provide practice problems, and review and revise some problems that cause confusing. (10/16/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met aa (10/16/2013) <b>Notes:</b> aa	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met The goal of 85% answering each question correctly was met in 73% of the questions (11 out of 15). This performance is the same with fall, 2012 exam. (10/16/2013) <b>Notes:</b> Areas of concern at this point are financial statements, financial ratios and an understanding of the Gordon Growth Model and CAPM as well as questions on the competency exam pertaining to return on equity and annuity payments. In addition to reminding statistics professors to spend ample time on the analysis of regression models, we recommend that Fin326 professors give students clearer guidelines for the learning objectives, provide practice problems, and review and revise some problems that cause confusing.	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>GOAL MET IN 73% OF THE QUESTIONS; SAME AS FALL OF 2012. (10/16/2013)</p> <p><b>Notes:</b> Give students guidelines for the learning objectives. Provide practice problems. Instructor review and revise some problems that cause confusing.</p>	<p><b>Actions:</b> Give students guidelines for the learning objectives. Provide practice problems. Instructor review and revise some problems that cause confusing. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>In the second measure of assessment of Goal #2, the goal of 85% answering each question correctly was met in 80% of the questions (12 out of 15). This is a significant improvement over performance on the fall, 2011 exam when only 20% of the questions were answered correctly by 85% or more of the students. (10/29/2012)</p>	<p><b>Actions:</b> Special emphasis will be placed on ROE and annuities in FIN326 (questions missed m frequently on exam) while maintaining/improving the level of competence in all quantitative areas. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>In the second measure of assessment of Goal #2, the goal of 85% answering correctly was met in only 20% of the questions (3 out of 15). Seventy percent or more of the students scored 9 out of 15 questions correctly. Five questions were rewritten for this exam but the overall performance has not changed.</p> <p>(09/23/2012)</p>	<p><b>Actions:</b> Finance faculty must make sure that students know how to use their financial calculators whether they are TI or HP. Temporary faculty will be instructed to teach the use of the financial calculators in FIN325. Special emphasis will be placed on ROE, YTM, annuities, and WACC in FIN326 while maintaining/improving the level of competence in all quantitative areas. (09/23/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>75% of the students answered at least 11 of the 15 quantitative questions correctly.</p> <p>(09/21/2011)</p>	<p><b>Actions:</b> Fewer than half of the students answered questions 6 and 13 correctly. We have reviewed these two questions in the past as part of the comprehensive exam analysis. The questions concern computation of return on equity and the relationship between bond prices and interest rates. We will analyze these by determining first if the questions</p>

Outcomes	Assessment Methods	Results	Actions																
			and/or possible responses are misleading. We will reword them if necessary. We are already spending a great deal of time in at least four required courses on these topics. However, we give them special attention in FIN326.  (09/21/2011)																
<b>Business Tools and Processes -</b> Students will identify and apply appropriate business tools and processes to present and analyze financial problems. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment -</b> Financial Analysis Project in FIN 326 graded with a common rubric. Students must utilize statistical programs to construct graphs, condense information into tables, work with spreadsheets and regression analysis. <b>Criterion:</b> 85% of the students will score at least good/acceptable in all areas of the rubric. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Each rubric item is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric items states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Fall 2015 semester is below:  <table><tr><td>Graphs</td><td>92% of students scored a 2 or better</td></tr><tr><td>Regression</td><td>92% of students scored a 2 or better</td></tr><tr><td>Spreadsheets</td><td>96% of students scored a 2 or better</td></tr><tr><td>Tables</td><td>87% of students scored a 2 or better</td></tr></table> (06/06/2016)  <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Each rubric area is assessed on a 3-point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion states that 85% of students should score a 2 or higher on each rubric areas. The breakdown of each area for the Spring 2015 semester is below:  <table><tr><td>Graphs:</td><td>96% of students scored a 2 or better</td></tr><tr><td>Regression:</td><td>96% of students scored a 2 or better</td></tr><tr><td>Spreadsheets:</td><td>98% of students scored a 2 or better</td></tr><tr><td>Tables:</td><td>95% of students scored a 2 or better</td></tr></table>	Graphs	92% of students scored a 2 or better	Regression	92% of students scored a 2 or better	Spreadsheets	96% of students scored a 2 or better	Tables	87% of students scored a 2 or better	Graphs:	96% of students scored a 2 or better	Regression:	96% of students scored a 2 or better	Spreadsheets:	98% of students scored a 2 or better	Tables:	95% of students scored a 2 or better	<b>Actions:</b> Goals are met in all areas. We recommend faculty continues to monitor progress, assure students’ performance meet the goal. (06/06/2016)  <b>Actions:</b> Goals were met in all areas. We recommend faculty continue to monitor progress in FIN 326 and assure students’ performance meets the goal. Faculty will consider changing the rubrics from 3-point scale to 4-point scale to allow for a more nuanced assessment. (09/30/2015)
Graphs	92% of students scored a 2 or better																		
Regression	92% of students scored a 2 or better																		
Spreadsheets	96% of students scored a 2 or better																		
Tables	87% of students scored a 2 or better																		
Graphs:	96% of students scored a 2 or better																		
Regression:	96% of students scored a 2 or better																		
Spreadsheets:	98% of students scored a 2 or better																		
Tables:	95% of students scored a 2 or better																		

Outcomes	Assessment Methods	Results	Actions
		<p>The overall assessment is the average score of the four rubric areas. In Spring 2015, 96% of students scored a 2 or better for the overall assessment. (09/30/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  Each rubric area is assessed on a 3-point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion states that 85% of students should score a 2 or higher on each rubric areas. The breakdown of each area for the Fall 2014 semester is below:</p> <p>Graphs: 96% scored a 2 or better  Regression: 98% scored a 2 or better  Spreadsheets: 98% scored a 2 or better  Tables: 94% scored a 2 or better</p> <p>The overall assessment is the average score of the four rubric areas. In Fall 2014, 96% of students scored a 2 or better for the overall assessment. (03/26/2015)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  95 percent of the students scored 70% or better overall on the rubric dealing with the USE OF TECHNOLOGY AND EXCEL SPREADSHEETS. The breakdown by sub-category is as follows:</p> <p>GRAPHS- 90% scored 70% or better  REGRESSION- 99% scored 70% or better  SPREADSHEETS- 99% scored 70% or better  TABLES- 92% scored 70% or better</p> <p>We met the goal in all areas.</p> <p>(10/17/2014)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  87 percent of the students scored 70% or better overall on the rubric dealing with the USE OF TECHNOLOGY AND EXCEL SPREADSHEETS. The breakdown by sub-category is</p>	<p><b>Actions:</b> Goals were met in all areas. We recommend faculty continue to monitor progress in FIN 326 and assure students' performance meets the goal. (03/26/2015)</p> <hr/> <p><b>Actions:</b> Goals met in all areas. Faculty continues to monitor progress and to assure students' performance meet the goal. (10/17/2014)</p> <hr/> <p><b>Actions:</b> Faculty continues to monitor progress and to assure students' performance meet the goal. (04/04/2014)</p>



Outcomes	Assessment Methods	Results	Actions
		as follows:	
		GRAPHS- 93% scored 70% or better REGRESSION- 89% scored 70% or better SPREADSHEETS- 94% scored 70% or better TABLES- 94% scored 70% or better	
		We met the goal in all areas. (04/04/2014)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 79 percent of the students scored 70% or better overall on the rubric dealing with the USE OF TECHNOLOGY AND EXCEL SPREADSHEETS. The breakdown by sub-category is as follows:	<b>Actions:</b> We are pleased with the gradual improvement in the use of Excel. We will continue to emphasize the use of Excel in all finance courses. (10/29/2012)
		GRAPHS- 78% scored 70% or better REGRESSION- 85% scored 70% or better SPREADSHEETS- 94% scored 70% or better TABLES- 87% scored 70% or better	
		We met the goal in three of the four categories. (10/29/2012)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 72% (42 out of 58) of the students scored 70% or better overall on the rubric dealing with the USE OF TECHNOLOGY AND EXCEL SPREADSHEETS. The breakdown by sub-category is as follows:	<b>Actions:</b> We will continue emphasis in this area to meet the overall goal of 85% scoring 70% or better. We are pleased with performance in the individual categories. (09/23/2012)
		GRAPHS 84% scored 70% or better REGRESSION 90% scored 70% or better SPREADSHEETS 91% scored 70% or better TABLES 86% scored 70% or better	
		We met the goal in all four categories. However, the overall goal was not met. (09/23/2012)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In FIN326, 67% of the students scored 70% or better overall	<b>Actions:</b> We have seen improvement in the use of Excel to graph, perform regression and

Outcomes	Assessment Methods	Results	Actions								
		<p>in the rubric for use of technology and financial spreadsheets. Individual categories with percentage scoring 70% or better follow:</p> <table><tr><td>Graphs</td><td>81%</td></tr><tr><td>Regression</td><td>81%</td></tr><tr><td>Spreadsheets</td><td>98%</td></tr><tr><td>Tables</td><td>74%</td></tr></table> <p>(09/21/2011)</p>	Graphs	81%	Regression	81%	Spreadsheets	98%	Tables	74%	<p>use spreadsheets and tables. For most students we believe that those are the tasks they will perform with Excel on the job. For those requiring more in depth knowledge, we have created FIN360, Financial Analysis using Excel, which will be placed in the elective rotation. In addition, we will survey employers who hire our students to determine what level of Excel they require and what other programs they use (e.g. SAS or SPSS). (09/21/2011)</p>
Graphs	81%										
Regression	81%										
Spreadsheets	98%										
Tables	74%										
	<p><b>Common department examination -</b> Excel Exam given to all pre-business finance major prior to declaring in Finance.</p> <p><b>Criterion:</b> All students will earn an 80% or higher or they must take exam again in order to declare major.</p> <p><b>Schedule:</b> Prior to declaring major.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>The criterion states that all students will earn an 80% or higher or they must take exam again in order to declare major. 80 students declared Finance as their major; all passed the Excel proficiency exam (06/06/2016)</p>	<p><b>Actions:</b> We are pleased with success of the finance majors on the excel proficiency exam. (06/06/2016)</p>								
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>The criterion states that all students will earn an 80% or higher or they must take exam again in order to declare major. 90 students declared Finance as their major; all passed the Excel proficiency exam. (09/30/2015)</p>	<p><b>Actions:</b> We are pleased with success of the finance majors on the excel proficiency exam. We recommend faculty continue to monitor progress in related courses and assure students’ performance meets the goal. (09/30/2015)</p>								
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>The criterion states that all students will earn an 80% or higher or they must take exam again in order to declare major. 64 students declared Finance as their major, and all passed the Excel Proficiency exam. (03/26/2015)</p>	<p><b>Actions:</b> We are pleased with success of the finance majors on the excel proficiency exam. We recommend faculty continue to monitor progress in related courses and assure students’ performance meets the goal. (03/26/2015)</p>								
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>66 students declared Finance as their major; all passed the</p>	<p><b>Actions:</b> We will continue to monitor students' performance and we pleased with the success</p>								

Outcomes	Assessment Methods	Results	Actions										
		Excel proficiency exam. (10/17/2014)	of the finance majoes on the Excel Proficiency Exam. (10/17/2014)										
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met The 110 students who declared Finance as their major in the Fall, 2013 semester all passed the Excel proficiency exam. (04/04/2014)	<b>Actions:</b> We will continue to monitor students' performance and we pleased with the success of the finance majoes on the Excel Proficiency Exam. (04/04/2014)										
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All students passed the Excel proficiency exam, we are pleased with students performance. (10/16/2013)	<b>Actions:</b> Alternative methods: 1) Recommend FIN360 as a required course for major students. 2) Make our own proficiency exam. (10/16/2013)										
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met All Excel Exam results can be found in the Business Core TracDat module since this applies to all five business majors. (10/29/2012)											
<b>Information Literacy</b> - Students will demonstrate an ability to acquire and evaluate information necessary to analyze a financial issue and develop a clearly supportable position. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment</b> - Thesis paper in FIN375 graded with a common rubric. Students must find appropriate literature and valid references that supports a constructed thesis statement and make at least three arguments that will clearly support the position. <b>Criterion:</b> 85% of the students will score at least a good or acceptable on areas in rubric related in information literacy. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Each rubric item is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric items states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Fall 2015 2015 semester is below: <table><tr><td>Arguments</td><td>95% of students scored a 2 or better.</td></tr><tr><td>Conclusion</td><td>88% of students scored a 2 or better.</td></tr><tr><td>Introduction</td><td>98% of students scored a 2 or better.</td></tr><tr><td>References</td><td>95% of students scored a 2 or better.</td></tr><tr><td>Literature Review</td><td>95% of students scored a 2 or better.</td></tr></table> (06/06/2016)	Arguments	95% of students scored a 2 or better.	Conclusion	88% of students scored a 2 or better.	Introduction	98% of students scored a 2 or better.	References	95% of students scored a 2 or better.	Literature Review	95% of students scored a 2 or better.	<b>Actions:</b> Goals are met in all areas. We recommend faculty continues to monitor progress, assure students' performance meet the goal. Actions taken such as additional instruction and revising rubrics after the Fall 2014 semester seem to be working very well. As we expected a better performance was achieved in the Fall 2015 semester compared to Spring 2015 semester. (06/06/2016)
Arguments	95% of students scored a 2 or better.												
Conclusion	88% of students scored a 2 or better.												
Introduction	98% of students scored a 2 or better.												
References	95% of students scored a 2 or better.												
Literature Review	95% of students scored a 2 or better.												
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met	<b>Actions:</b> Goals are met in all areas. We recommend faculty continue										

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>Each rubric area is assessed on a 3-point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion states that 85% of students should score a 2 or higher on each rubric areas. The breakdown of each area for the Spring 2015 semester is below:</p> <p>Arguments: 89% of students scored a 2 or better.  Conclusion: 90% of students scored a 2 or better.  Introduction: 96% of students scored a 2 or better.  References: 91% of students scored a 2 or better.  Literature Review: 91% of students scored a 2 or better.</p> <p>The overall assessment is the average score of the five rubric areas. In Spring 2015, 81% of students scored a 2 or better for the overall assessment. (09/30/2015)</p>	<p>to monitor progress in FIN 375 and assure students' performance meets the goal. The results improved significantly since Fall 2014. Actions such as additional instruction and revising rubrics after the Fall 2014 semester seem to be working very well. We expect a better performance in the Fall 2015 semester's results. Faculty feel that a 3-point scale skews results and will consider changing the rubrics from 3-point scale to 4-point scale to allow for a more nuanced assessment.</p> <p>(09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met</p> <p>Each rubric area is assessed on a 3-point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion states that 85% of students should score a 2 or higher on each rubric areas. The breakdown of each area for the Fall 2014 semester is below:</p> <p>Arguments: 80% scored a 2 or better  Conclusion: 76% scored a 2 or better  Introduction: 84% scored a 2 or better  References: 88% scored a 2 or better  Literature Review: 84% scored a 2 or better  Thesis Statement: 82% scored a 2 or better</p> <p>The overall assessment is the average score of the five rubric areas. In Fall 2014, 81% of students scored a 2 or better for the overall assessment. (03/26/2015)</p>	<p><b>Actions:</b> Goal only met in References. Performance in Arguments, Conclusion, and Introduction decreased. Literature Review improved, but the goal was still not met. Overall goal was not met. Additional instruction in these areas will be provided in FIN 375 in Spring 2015. The faculty has revised the FIN 375 Information Literacy rubric and will implement in Spring 2015. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met</p> <p>85% of the students scored 70% or better overall on the rubric dealing INFORMATION LITERACY. The breakdown by</p>	<p><b>Actions:</b> The goal was met in Arguments, Introduction, and References, but not for Conclusion, Literature review, and</p>

Outcomes	Assessment Methods	Results	Actions												
		<p>sub-category is as follows:</p> <table><tr><td>ARGUMENTS –</td><td>93% scored 70% or better</td></tr><tr><td>CONCLUSION -</td><td>81% scored 70% or better</td></tr><tr><td>INTRODUCTION-</td><td>96% scored 70% or better</td></tr><tr><td>REFERENCES-</td><td>88% scored 70% or better</td></tr><tr><td>LITERATURE REVIEW-</td><td>71% scored 70% or better</td></tr><tr><td>THESIS STATEMENT-</td><td>82% scored 70% or better</td></tr></table> <p>(10/17/2014)</p>	ARGUMENTS –	93% scored 70% or better	CONCLUSION -	81% scored 70% or better	INTRODUCTION-	96% scored 70% or better	REFERENCES-	88% scored 70% or better	LITERATURE REVIEW-	71% scored 70% or better	THESIS STATEMENT-	82% scored 70% or better	<p>Thesis Statement. We are very close to those goals on Conclusion and Thesis Statement. The faculty has decided to revise the rubrics of Information Literacy for Fin375, since some of the requirements are clearly not suitable for undergraduate students.</p> <p>(10/17/2014)</p>
ARGUMENTS –	93% scored 70% or better														
CONCLUSION -	81% scored 70% or better														
INTRODUCTION-	96% scored 70% or better														
REFERENCES-	88% scored 70% or better														
LITERATURE REVIEW-	71% scored 70% or better														
THESIS STATEMENT-	82% scored 70% or better														
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 85% of the students scored 70% or better overall on the rubric dealing INFORMATION LITERACY. The breakdown by sub-category is as follows:</p> <table><tr><td>ARGUMENTS –</td><td>95% scored 70% or better</td></tr><tr><td>CONCLUSION -</td><td>67% scored 70% or better</td></tr><tr><td>INTRODUCTION-</td><td>97% scored 70% or better</td></tr><tr><td>REFERENCES-</td><td>100% scored 70% or better</td></tr><tr><td>LITERATURE REVIEW-</td><td>69% scored 70% or better</td></tr><tr><td>THESIS STATEMENT-</td><td>95% scored 70% or better</td></tr></table> <p>(04/04/2014)</p>	ARGUMENTS –	95% scored 70% or better	CONCLUSION -	67% scored 70% or better	INTRODUCTION-	97% scored 70% or better	REFERENCES-	100% scored 70% or better	LITERATURE REVIEW-	69% scored 70% or better	THESIS STATEMENT-	95% scored 70% or better	<p><b>Actions:</b> The goal was met in all areas of the rubric except for conclusion and literature review. We experienced the lowest percentage for past several years in these two areas. We recommend the professors in FIN375 to explain requirements of conclusion and literature review more clearly to students, and inform the students in advance.</p> <p>(04/04/2014)</p>
ARGUMENTS –	95% scored 70% or better														
CONCLUSION -	67% scored 70% or better														
INTRODUCTION-	97% scored 70% or better														
REFERENCES-	100% scored 70% or better														
LITERATURE REVIEW-	69% scored 70% or better														
THESIS STATEMENT-	95% scored 70% or better														
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 75% of the students scored 70% or better overall on the rubric dealing INFORMATION LITERACY. The breakdown by sub-category is as follows:</p> <table><tr><td>ARGUMENTS ?</td><td>74% scored 70% or better</td></tr><tr><td>CONCLUSION -</td><td>96% scored 70% or better</td></tr><tr><td>INTRODUCTION-</td><td>94% scored 70% or better</td></tr><tr><td>REFERENCES-</td><td>99% scored 70% or better</td></tr><tr><td>LITERATURE REVIEW-</td><td>90% scored 70% or better</td></tr><tr><td>THESIS STATEMENT-</td><td>98% scored 70% or better</td></tr></table> <p>(10/16/2013)</p>	ARGUMENTS ?	74% scored 70% or better	CONCLUSION -	96% scored 70% or better	INTRODUCTION-	94% scored 70% or better	REFERENCES-	99% scored 70% or better	LITERATURE REVIEW-	90% scored 70% or better	THESIS STATEMENT-	98% scored 70% or better	<p><b>Actions:</b> The goal was met in all areas of the rubric except for arguments. We experienced the lowest percentage in several years. This may be an anomaly. Dr. Marciniak is the new professor of Fin375, and we recommend him to explain requirements more clearly to students, ask students to read key news articles and give opinions on those articles. And also provide feedbacks before students submit their projects (online discussion, one on one meeting with students, etc).</p> <p>(10/16/2013)</p>
ARGUMENTS ?	74% scored 70% or better														
CONCLUSION -	96% scored 70% or better														
INTRODUCTION-	94% scored 70% or better														
REFERENCES-	99% scored 70% or better														
LITERATURE REVIEW-	90% scored 70% or better														
THESIS STATEMENT-	98% scored 70% or better														
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met</p>	<p><b>Actions:</b> The goal was met in all</p>												

Outcomes	Assessment Methods	Results	Actions												
		<p>In FIN375, 84% of the students scored 70% or better overall on the rubric dealing INFORMATION LITERACY. The breakdown by sub-category is as follows:</p> <table><tr><td>ARGUMENTS ?</td><td>78% scored 70% or better</td></tr><tr><td>CONCLUSION -</td><td>98% scored 70% or better</td></tr><tr><td>INTRODUCTION-</td><td>96% scored 70% or better</td></tr><tr><td>REFERENCES-</td><td>76% scored 70% or better</td></tr><tr><td>LITERATURE REVIEW-</td><td>98% scored 70% or better</td></tr><tr><td>THESIS STATEMENT-</td><td>96% scored 70% or better</td></tr></table> <p>(10/29/2012)</p>	ARGUMENTS ?	78% scored 70% or better	CONCLUSION -	98% scored 70% or better	INTRODUCTION-	96% scored 70% or better	REFERENCES-	76% scored 70% or better	LITERATURE REVIEW-	98% scored 70% or better	THESIS STATEMENT-	96% scored 70% or better	<p>areas of the rubric except arguments and references. In both cases, we experienced the lowest percentage in four years. This may be an anomaly. However, Dr. Pedersen has now adopted a more formalized review process, as compared to the Spring, of the student thesis project. Each student is now required to submit a detailed outline that includes a thesis statement, listing of background material, and clear/concise arguments with supporting evidence. Dr. Pedersen goes through each of these outlines, provided detailed feedback, and meets with the students individually to discuss the persuasiveness/completeness of their arguments. (10/29/2012)</p>
ARGUMENTS ?	78% scored 70% or better														
CONCLUSION -	98% scored 70% or better														
INTRODUCTION-	96% scored 70% or better														
REFERENCES-	76% scored 70% or better														
LITERATURE REVIEW-	98% scored 70% or better														
THESIS STATEMENT-	96% scored 70% or better														
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In FIN375, INFORMATION LITERACY was not assessed. The professor who previously taught the course retired in July, 2011, and a part-time professor taught this during the fall semester and then retired unexpectedly without completing the rubrics. (09/23/2012)</p>	<p><b>Actions:</b> We will resume assessment of this goal in FIN375 in the spring of 2012. (09/23/2012)</p>												
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met In FIN375, 87% of the students 70% or better overall in information literacy. Individual categories with percentage scoring 70% or better follow:</p> <table><tr><td>Arguments</td><td>95%</td></tr><tr><td>Conclusion</td><td>98%</td></tr><tr><td>Introduction</td><td>95%</td></tr><tr><td>References</td><td>95%</td></tr><tr><td>Literature review</td><td>90%</td></tr></table>	Arguments	95%	Conclusion	98%	Introduction	95%	References	95%	Literature review	90%	<p><b>Actions:</b> Beginning Fall, 2011, FIN375 will be taught by a different instructor due to the retirement of the previous professor. We will continue to monitor results. (09/21/2011)</p>		
Arguments	95%														
Conclusion	98%														
Introduction	95%														
References	95%														
Literature review	90%														

Outcomes	Assessment Methods	Results	Actions
		Thesis statement 90% (09/21/2011)	
<b>Common department examination -</b> Three questions related to information literacy on the Business Competency Exam taken in MGT499. Questions deal with recognition of appropriate scholarly sources, procedures for web searches and suitable thesis statements. <b>Criterion:</b> 85% of students will correctly answer each question. <b>Schedule:</b> Every semester.		<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met The criterion states that 85% of the finance majors should answer each one of the questions, Q10, Q11, and Q12. Results of the percentage of students answering each of the following questions from Business Competency Exam correctly in Fall 2015 semester is as follows:  Question10 Tests recognition of appropriate scholarly sources 96% of students answered correct. Question11 Tests procedure for web searches 52% of students answered correct. Quesiton12 Tests recognition of suitable thesis 94% of students answered correct. (06/06/2016)	<b>Actions:</b> Goals are met in Recognition Of Scholarly Sources and Recognition of Suitable Thesis Statements. Procedure for Web Searches result decreased significantly compared to the last semester. We recommend revisiting the BCE problems. (06/06/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met The criterion states that 85% of the finance majors should answer each one of the questions, Q10, Q11, and Q12. Results of the percentage of students answering each of the following questions from Business Competency Exam correctly in Spring 2015semester is as follows:  Q10 (Tests recognition of appropriate scholarly sources): 90% of students answered correct. Q11 (Tests procedure for web searches): 83% of students answered correct. Q12 (Tests recognition of suitable thesis): 92% of students answered correct. (09/30/2015)	<b>Actions:</b> Goals are met in Recognition Of Scholarly Sources and Recognition of Suitable Thesis Statements. Procedure for Web Searches fell short, but there is a significant improvement from the last semester. We recommend revisiting the BCE to check if these problems are clear enough for students, especially on how to use search terms to locate source materials. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met The criterion states that 85% of the finance majors should answer each one of the questions, Q10, Q11, and Q12. Results of the percentage of students answering each of the following questions from Business Competency Exam correctly in Fall 2015 semester is as follows:  Q10 (Tests recognition of appropriate scholarly sources):	<b>Actions:</b> Criterion met for questions 10 and 12, but the overall goal was not met. Results show that students' understanding of web searches is significantly below the criterion. Faulty feels that there may be an issue with the question and recommends revisiting the BCE



Outcomes	Assessment Methods	Results	Actions
		<p>94% of students answered correct.</p> <p>Q11 (Tests procedure for web searches): 65% of students answered correct.</p> <p>Q12 (Tests recognition of suitable thesis): 90% of students answered correct. (03/26/2015)</p>	<p>problems to check if these problems are clear enough for students, especially on how to use search terms to locate source materials. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>The second method of assessing information literacy is three questions on the Business Competency Exam (BCE). 91% of the finance majors understood the difference in quality of various source materials but only 62% understood how to use search terms to locate source material and 88% recognized suitable thesis statements. (10/17/2014)</p>	<p><b>Actions:</b> We recommend revisiting the BCE problems to check if these problems are clear enough for students, especially on how to use search terms to locate source materials. (10/17/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>The second method of assessing information literacy is three questions on the Business Competency Exam (BCE). 90% of the finance majors understood the difference in quality of various source materials but only 65% understood how to use search terms to locate source material and 89% recognized suitable thesis statements. (04/04/2014)</p>	<p><b>Actions:</b> How to use search terms to locate source material again fell short, we recommend professors to spend more time teaching with internet component. (04/04/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>92% of the finance majors understood the difference in quality of various source materials but only 65% understood how to use search terms to locate source material and 88% recognized suitable thesis statements. (10/16/2013)</p>	<p><b>Actions:</b> We recommend the professors to double check the question of procedure for web search and rephrase them if needed. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>The second method of assessing information literacy is three questions on the Business Competency Exam (BCE) which assess this attribute. 96% of the finance majors understood the difference in quality of various source materials but only 79% understood how to use search terms to locate source material and 79% recognized suitable thesis statements. (10/29/2012)</p>	<p><b>Actions:</b> We continue to emphasize these areas in FIN375 during discussion of the senior thesis. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>In fall, 2011 the percentage of students who answered the</p>	<p><b>Actions:</b> Although it appears that the only problem is formation of suitable thesis statements, we are</p>



Outcomes	Assessment Methods	Results	Actions
		questions correctly are listed below: recognition of appropriate scholarly sources 94% recognition of suitable thesis statements 53% procedure for web searches 88% (02/16/2012)	not certain whether the temporary professor in FIN375 emphasized this. Dr. Pedersen is taking over the course in the spring of 2012 and will work with students on the thesis statements, including requiring them to read their statements to the class and opening up discussion. (02/16/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met In spring, 2011 percent of students who answered each question correctly is listed below: recognition of appropriate scholarly sources 95% recognition of suitable thesis statements 64% procedure for web searches (09/28/2011)	<b>Actions:</b> Spring of 2011 was the first semester that the results were reported by major. We are pleased with the first and third goals but it appears that recognition and/or formulation of suitable thesis statements needs work. This will be addressed by emphasis on formulation of the statements in the thesis in FIN375. (09/28/2011)
<b>International</b> - Students will articulate and explain how international finance influences companies, investment, and the economies of nations. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment</b> - Hedging questions and foreign exchange exposures questions on the final exam in FIN372 graded with a common rubric. <b>Criterion:</b> 85% of the students will score at least an acceptable/good or higher on each area of the rubric. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met The criterion states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Fall 2015 semester is below:  Accounts Payable Hedging                      73% of students scored a 2 or better Accounts Receivable Hedging                      91% of students scored a 2 or better Foreign Exchange Exposures                      96% of students (06/06/2016)	<b>Actions:</b> Goals are met in all areas except for Accounts Payable Hedging. Instructors are recommended to spend more time on this topic and to cover Accounts Payable Hedging before Accounts Receivable Hedging. (06/06/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met The criterion states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Spring 2015 semester is below:	<b>Actions:</b> Goals are met in all areas except for Accounts Payable Hedging, which is a significant decrease from the previous semester. We recommend instructors spend more time on

Outcomes	Assessment Methods	Results	Actions
		<p>Accounts Payable Hedging: 78% of students scored a 2 or better.</p> <p>Accounts Receivable Hedging: 90% of students scored a 2 or better.</p> <p>Foreign Exchange Exposures: 97% of students scored a 2 or better. (09/30/2015)</p>	<p>this topic and explore why performance dropped from Fall 2014. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>The criterion states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Fall 2014 semester is below:</p> <p>Accounts Payable Hedging: 89% scored a 2 or better.</p> <p>Accounts Receivable Hedging: 94% scored a 2 or better.</p> <p>Foreign Exchange Exposures: 96% scored a 2 or better, (03/26/2015)</p>	<p><b>Actions:</b> Goal met in all areas, and again we see significant improve from previous semesters. We recommend faculty continues to monitor progress in FIN 372 and meets the goals. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>The five questions dealing with international topics on the department exam. The goal is that 85 % of the students will answer at least four of the five questions correctly (80 percent). 96% students answered the concept of an exchange rate and 88% answered the international parity conditions correctly. Even the results have improved, but only 72% students could answer three different exchange rate regimes and government intervention and 75% students could answer how to hedge exchange rate risk using forward, money market and options contracts. How balance of payment affects an exchange rate is the most serious issue among the five questions, only 34% could answer it correctly. (10/17/2014)</p>	<p><b>Actions:</b> Less than 85% of students meet the criterion on Accounts Payable Hedging question. It is mainly because this topic appears in the last chapters of FIN372, and students usually don't have enough time to study. We recommend professors in Fin372 to spend more time to explain the concepts of the Accounts Payable Hedging and Foreign Exchange Exposure and give more practice problems. (10/17/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>The goal is that each of the three essay questions in international finance would be answered acceptably by at least 85% of the students. The topics and scores follow:</p> <p>Accounts Payable Hedging: 71% scored 70% or better</p> <p>Accounts Receivable Hedging: 83% scored 70% or better</p> <p>Foreign Exchange Exposures: 91% scored 70% or better</p>	<p><b>Actions:</b> Since accounts payable hedging appears in the last chapters of FIN372, students usually don't have enough time to study. We recommend professors in Fin372 to spend more time to explain the concepts of the accounts payable hedging and give more examples. (04/04/2014)</p>

Outcomes	Assessment Methods	Results	Actions
		Goals for accounts payable hedging and accounts receivable hedging were not met. (04/04/2014)	
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>In order to test the students? UNDERSTANDING OF HOW INTERNATIONAL FINANCE IS APPLIED TO COMPANY DECISION-MAKING, we established a new method of assessment: three essay questions on the final exam in FIN372 graded by a rubric. The goal is that each question would be answered acceptably by at least 85% of the students. The topics and scores follow:</p> <p>Accounts Payable Hedging: 76% scored 70% or better Accounts Receivable Hedging: 81% scored 70% or better Foreign Exchange Exposures: 71% scored 70% or better (10/16/2013)</p>	<p><b>Actions:</b> Goals for all three questions were not met.</p> <p>We recommend professors in Fin372 to give students clearer guidelines for the learning objectives, provide practice problems, and also review and revise some problems that may cause confusing. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>In order to test the students? UNDERSTANDING OF HOW INTERNATIONAL FINANCE IS APPLIED TO COMPANY DECISION-MAKING, we established a new method of assessment: three essay questions on the final exam in FIN372 graded by a rubric.. The goal is that each question would be answered acceptably by at least 85% of the students. The topics and scores follow:</p> <p>Accounts Payable Hedging: 82% scored 70% or better Accounts Receivable Hedging: 86% scored 70% or better Foreign Exchange Exposures: 72% scored 70% or better (10/29/2012)</p>	<p><b>Actions:</b> The two hedging questions were close enough to our goal that we are comfortable not taking further action at this time. The brief essay on foreign exchange exposures, however, will require more emphasis in the course. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>In order to test the students? UNDERSTANDING OF HOW INTERNATIONAL FINANCE IS APPLIED TO COMPANY DECISION-MAKING, we established a new method of assessment: three essay questions on the final exam in FIN372. The goal is that each question would be answered acceptably by at least 85% of the students. The topics and scores follow:</p>	<p><b>Actions:</b> Only the question on the exchange rate was answered correctly by more than 85% of the students (86%). Understanding the concept of international parity was answered correctly by 82% of the students while understanding exchange rate regimes and government intervention was</p>

Outcomes	Assessment Methods	Results	Actions
		<p>Accounts Payable Hedging: 66% scored 70% or better  Accounts Receivable Hedging: 81% scored 70% or better  Foreign Exchange Exposures: 78% scored 80% or better  (09/23/2012)</p>	<p>answered correctly by 64% of the students. Students had the most trouble with questions regarding balance of payments and hedging. All of the questions were revised for this exam in an attempt to clarify them. (09/23/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  In FIN372, 52% of the students scored 70% or better overall in the rubric assessing their understanding of international finance as applied to company decision making. Individual categories with percentage scoring 70% or better follow:  Accounts receivable hedging 61%  Conclusion 70%  Foreign exchange exposures 70%  (09/21/2011)</p>	<p><b>Actions:</b> In Fall, 2010, the project was incorporated into the final exam. In Spring, 2011, the project was handed in as a special assignment. Two different professors were involved. They are concerned that students are working on the project together and believe that they can more accurately assess this goal if it incorporated into the final exam. In the department meeting, it was suggested that the goal be assessed at least this semester by the professor who assessed by exam in Fall, 2010. We will then determine the best way to score the project. (09/21/2011)</p>
	<p><b>Common department examination -</b>  Five questions dealing with international topics on the department exam. Questions are related to exchange rate, hedging, and impact on economies of nations.  <b>Criterion:</b> 85 % of the students will answer at least four of the five questions correctly (80 percent).  <b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Not Met  The criterion states that 85% of the finance majors should answer each one of the questions, Q45, Q46, Q47, Q48 and Q49. Results of five questions related to International Finance from Finance Competency Exam in Fall 2015 semester are as follows:  Question45 91% of students answered correct.  Question46 71% of students answered correct.  Question47 38% of students answered correct.  Question48 82% of students answered correct.  Question49 86% of students answered correct.  (06/06/2016)</p>	
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met</p>	<p><b>Actions:</b> There is improvement in</p>

Outcomes	Assessment Methods	Results	Actions
		<p>The criterion states that 85% of the finance majors should answer at least four of five related questions correctly (Q45, Q46, Q47, Q48 and Q49). Results from the five questions related to International Finance from the Finance Competency Exam in the Spring 2015 semester are as follows:</p> <p>Q45 (Concept of an exchange rate): 93.20% of students answered correct.</p> <p>Q46 (International parity conditions): 69.00% of students answered correct.</p> <p>Q47 (Exchange rate regimes and government intervention): 33.01% of students answered correct.</p> <p>Q48 (Hedging hedge exchange rate risk using forward, money market, and options contracts): 74.76% of students answered correct.</p> <p>Q49 (Impact of balanced payment on exchange rate): 75.73% of students answered correct. (09/30/2015)</p>	<p>the percentage of students answering four out of five questions. We hope to see the results of the actions, which are related to timing of the test, taken in Spring 2015 semester to be reflected in Spring 2016.</p> <p>(06/06/2016)</p> <p><b>Actions:</b> Last semester the FCE was given in three sections of FIN 375 before FIN 372 professor Dr. Huimin Li gave a lecture on the how balance of payment affects an exchange rate. Faculty believes this is the primary reason why students got such low scores in this area. There is a significant difference in students' scores based on the time the test was given. In one section of FIN 375, the FCE was given towards the end of the semester and in the other sections FCE was given in the beginning of the semester. Students who took the test later in the semester did much better than students who took the test in the beginning. We decided that the test should be at the end of the semester, and hopefully we will see improved results for Spring 2016 semester since test had been given to students for Fall 2015 semesters before we had our meeting. We also recommend instructors put these five questions at the beginning of the test. These five questions are challenging questions and they are five of the very last questions. We expect to see results get much</p>

Outcomes	Assessment Methods	Results	Actions
			better next semester. (09/30/2015)
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            The criterion states that 85% of the finance majors should answer at least four of five related questions correctly (Q45, Q46, Q47, Q48 and Q49). Results from the five questions related to International Finance from the Finance Competency Exam in the Fall 2014 semester are as follows:</p> <p>Q45 (Concept of an exchange rate): 96.00% of students answered correct.            Q46 (International parity conditions): 91.00% of students answered correct.            Q47 (Exchange rate regimes and government intervention): 60.00% of students answered correct.            Q48 (Hedging hedge exchange rate risk using forward, money market, and options contracts): 71.00% of            Q49 (Impact of balanced payment on exchange rate): 18.00% of students answered correct. (03/26/2015)</p>	<p><b>Actions:</b> Last semester the FCE was given before FIN 372 professor Dr. Huimin Li gave a lecture on how the balance of payment affects an exchange rate. Faculty believes this is the primary reasons why students got such a low score in this area. Moving forward, we recommend professors in FIN 375 give the FCE in the later stage of the semester so students are well prepared for those questions. The faculty has also revised some of those FCE problems so we expect a better performance this semester. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            The goal is that 85 % of the students will answer at least four of the five questions correctly (80 percent). 96% students answered the concept of an exchange rate and 88% answered the international parity conditions correctly. Even the results have improved, but only 72% students could answer three different exchange rate regimes and government intervention and 75% students could answer how to hedge exchange rate risk using forward, money market and options contracts. Students scored the lowest on how balance of payment affects an exchange rate among the five questions, only 34% could answer it correctly. (10/17/2014)</p>	<p><b>Actions:</b> We recommend professors in Fin372 to explain more on the issues of three different exchange rate regimes and government intervention, how to hedge exchange rate risk using forward, money market and options contracts, and how balance of payment affects an exchange rate. The faculty also has decided to revise some of the problems that cause confusion or those that are not directly related to learning objectives. (10/17/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            The five questions dealing with international topics on the department exam. The goal is that 85 % of the students will answer at least four of the five questions correctly (80</p>	<p><b>Actions:</b> We recommend professors in Fin372 to focus on the issues of three different exchange rate regimes and</p>

Outcomes	Assessment Methods	Results	Actions
		percent). 90% students answered the concept of an exchange rate and 85% answered the international parity conditions correctly, but only 59% students could answer three different exchange rate regimes and government intervention and 56% students could answer how to hedge exchange rate risk using forward, money market and options contracts. How balance of payment affects an exchange rate is the most serious issue among the five questions, only 23% could answer it correctly. (04/04/2014)	government intervention, how to hedge exchange rate risk using forward, money market and options contracts, and how balance of payment affects an exchange rate. We will also revisit those problems to check if those problems cause confusing or not directly related with learning objectives. (04/04/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 83% students answered the concept of an exchange rate and the international parity conditions correctly, but only 61% students could answer three different exchange rate regimes and government intervention and how to hedge exchange rate risk using forward, money market and options contracts. How balance of payment affects an exchange rate is the most serious issue among the five questions, only 38% could answer it correctly. (10/16/2013)	<b>Actions:</b> We recommend professors in Fin372 to focus on the issues of three different exchange rate regimes and government intervention, how to hedge exchange rate risk using forward, money market and options contracts, and how balance of payment affects an exchange rate. We also recommend the professors in Fin372 to provide more practice problems for those three issues. (10/16/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met The second method of assessment is based upon students' performance on the five international questions on the finance competency exam. Students showed some improvement since fall, 2011 but there is still a definite problem in their understanding of exchange rate regimes and government intervention, the effect of balance of payment on exchange rates and hedging exchange rate risk. (10/29/2012)	<b>Actions:</b> We believe that part of the problem is due to the fact that FIN372 is not a prerequisite for FIN375 where the FCE is administered; therefore students may not have had sufficient exposure to international finance concepts. We have already moved the FCE to the end of the semester but little improvement was noted. Dr. Li developed a brief document to summarize and explain the international concepts being tested. This will be distributed students in FIN375 beginning in the fall.



Outcomes	Assessment Methods	Results	Actions
			(10/29/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Only the question on the exchange rate was answered correctly by more than 85% of the students (86%). Understanding the concept of international parity was answered correctly by 82% of the students while understanding exchange rate regimes and government intervention was answered correctly by 64% of the students. Students had the most trouble with questions regarding balance of payments and hedging. All of the questions were revised for this exam in an attempt to clarify them. (09/23/2012)	<b>Actions:</b> We believe that part of the problem is due to the fact that FIN372 is not a prerequisite for FIN375 where the FCE is administered; therefore students may not have had sufficient exposure to international finance concepts. We have already moved the FCE to the end of the semester but little improvement was noted. Dr. Li will develop a brief document to summarize and explain the international concepts being tested. This will be distributed students in FIN375.  (09/23/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Less than half of the students answered at least four (80%) of the international questions on the finance competency exam correctly. (09/21/2011)	<b>Actions:</b> The two questions causing the most problem for the students deal with the balance of payments and payables hedging. Both are fairly complex questions and the two international finance professors will (again) review the questions and suggest rewrites. (09/21/2011)
<b>Knowledge</b> - Students will identify, describe and explain the basic concepts and theories relating to the finance discipline. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment</b> - 50 question multiple choice exam in FIN 375 dealing with basic financial concepts that are related to each of the learning goals in the core finance courses. <b>Criterion:</b> 85% of the students will score at least a 70% or higher on the exam. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met The criterion states that 85% of the finance majors should answer at least 35 out of 50 questions correct. In Fall 2015, 39% of the finance majors answered at least 35 out of 50 questions correct. (06/06/2016)	<b>Actions:</b> There is a significant decline from the last semester. The faculty teaching Fin375 will take two actions. First, a formula sheet will be attached to the exam. Second, the weight of the test for final grade calculation will be increased to 25-30% to encourage students take the test seriously. The questions in Finance Competency Exam are mainly



Outcomes	Assessment Methods	Results	Actions
			<p>related to the topics covered in FIN372, FIN344, FIN337 and FIN326. Also, each instructor teaching these classes will prepare a study guide that covers the topics the Finance Competency Exam and provide example questions. These study guides will be given to students who take FIN372, FIN344, FIN337 and FIN326, at the end of the semesters. Furthermore, these study guides will be available to students who take FIN375. (06/06/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            The criterion states that 85% of the finance majors should answer at least 35 out of 50 questions correctly (70%). In Spring 2015, 72% of the finance majors answered at least 35 out of 50 questions correctly on the finance competency exam intended to test the students' retention and understanding of financial concepts. (09/30/2015)</p>	<p><b>Actions:</b> Even though we did not meet the goal of 85%, there is significant improvement from last year. We believe that the revised FCE problems were clearer and helped improve student performance. Additionally, faculty believes that not allowing students to use index cards during the exam also helped. We expect performance will continue to improve. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            The criterion states that 85% of the finance majors should answer at least 35 out of 50 questions correctly (70%). In Fall 2014, 66% of the students scored 70% or better on the finance competency exam intended to test the students' retention and understanding of financial concepts. This result demonstrates a significant improvement from Spring 2014 and Fall 2013. (03/26/2015)</p>	<p><b>Actions:</b> The faculty has revised 12 FCE problems that cause confusion or that are not directly related to specific learning objectives. The use of index cards by students will also not be allowed in the future. We expect another significant improve for students performance this semester. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met</p>	<p><b>Actions:</b> This results have improved since Fall 2013.</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		51% of the students scored 70% or better on the finance competency exam intended to test the students' retention and understanding of financial concepts. (10/17/2014)	However, The faculty has decided to revise 12 Finance Competency Exam problems that cause confusion or not directly related to learning objectives. We also recommend that Fin375 professors spend more time to give students clearer guidelines for the learning objectives, provide practice problems, and review and revise those problems. In addition, we recommend faculty in Finance major courses to limit the content of equation index cards in exams in Finance major courses. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 41 percent of the students scored 70% or better on the finance competency exam intended to test the students' retention and understanding of financial concepts. This percentage is the lowest since Fall 2009. (04/04/2014)	<b>Actions:</b> We agreed to revisit the objectives and problems in finance competency exam and rewrite some of those problems that cause confusing. We also recommend that Fin375 professors spend more time to give students clearer guidelines for the learning objectives, provide practice problems, and review and revise those problems. In addition, faculty will discuss the possibility of allowing the equation index card in the exam. (04/04/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 65 percent of the students scored 70% or better on the finance competency exam intended to test the students' retention and understanding of financial concepts. This percentage is lower than previous semesters. (10/16/2013)	<b>Actions:</b> We recommend Dr. Marciniak, the professor for the course to spend some time of each class reviewing the basic concepts. We also recommend Dr. Marciniak to provide more reviews for the problems, and weight the competency exam 30% in students' final grade.

Outcomes	Assessment Methods	Results	Actions
			(10/16/2013)
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>80 percent of the students scored 70% or better on the finance competency exam intended to test the students? retention and understanding of financial concepts. This percentage is the highest since we began administering the competency exam. Although we have not yet reached our goal of 85% we are encouraged. Dr. Pedersen, the professor for the course, has been spending a few minutes of each class reviewing the basic concepts. (10/29/2012)</p>	<p><b>Actions:</b> We will continue to emphasize the 50 concepts in all appropriate finance classes, including questions on course exams to reflect the objectives. Dr. Schini clarified question #32 to add ?the most ? which improved the percent answering correctly on that question from 64% to 76%. Dr. Miller's rewrite of #10 to clarify what is meant by net working capital and Professor Pedersen's update of questions #23 and #50 to reflect the current financial environment will be used for the first time in the fall, 2012 exam. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Only 45% (10 out of 22) of the students scored 70% or better on the finance competency exam intended to test the students? retention and understanding of financial concepts. This percentage is the lowest since fall, 2009. (09/23/2012)</p>	<p><b>Actions:</b> We will continue to emphasize the 50 concepts in all appropriate finance classes, including questions on course exams to reflect the objectives. Dr. Schini will clarify question #32 to add ?the most ?. Dr. Miller will rewrite #10 to clarify what is meant by NWC and Professor Pedersen will update questions #23 and #50 to reflect the current financial environment.</p> <p>(09/23/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>60% (38 out of 63) of the students scored 70% or better on the finance competency exam. (09/21/2011)</p>	<p><b>Actions:</b> We are showing slow but continuous improvement in performance on the finance competency exam given in FIN375. Several questions were rewritten during the summer of 2010. Again, a new professor is</p>

Outcomes	Assessment Methods	Results	Actions
			teaching the course and, other than the quantitative and international questions discussed previously, we will not revise any more questions at this time. If necessary, the department will conduct another in-depth question review in the summer of 2012. (09/21/2011)
	<b>Common department examination -</b> Finance related questions that are on the business competency exam taken in MGT499. These questions are related to capital budgeting, CAPM, building a portfolio, and compounding/discounting. <b>Criterion:</b> 85% of the finance students will answer each of the questions on the exam correctly. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met The scores on four finance questions in Business Competency Exam in Fall 2015 semester are as follows: Question 13                      Compounding and discounting 79% of students answered correct. Question 14                      Capital budgeting 56% of students answered correct. Question 15                      CAPM 40% of students answered correct. Question 16                      Building a portfolio 81% of students answered correct. (06/06/2016)	<b>Actions:</b> We recommend revisiting these questions from MGT499 again to double check if that question is consistent with learning objectives and are clear for students. (06/06/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met The criterion states that 85% of the finance students will answer each of the related questions on the exam correctly. The scores from the finance questions from the Business Competency Exam Spring 2015 are as follows:  Q13 (Compounding and discounting): 94% of students answered correctly. Q14 (Capital budgeting): 63% of students answered correctly. Q15 (CAPM): 48% of students answered correctly. Q16 (Building a portfolio): 90% of students answered correctly. (09/30/2015)	<b>Actions:</b> Goals are met in all areas except for Capital Budgeting and CAPM. We recommend revisiting these questions from MGT499 to double check if that question is consistent with learning objectives and are clear for students. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met The criterion states that 85% of the finance students will answer each of the related questions on the exam correctly.	<b>Actions:</b> Students performance has significantly improved in three out of four finance questions assessed in MGT499. For the

Outcomes	Assessment Methods	Results	Actions
		<p>The scores from the finance questions from the Business Competency Exam in Fall 2014 are as follows:</p> <p>Q13 (Compounding and discounting): 97% of students answered correctly.</p> <p>Q14 (Capital Budgeting): 81% of students answered correctly.</p> <p>Q15 (CAPM): 35% of students answered correctly.</p> <p>Q16 (Build a Portfolio): 94% of students answered correctly. (03/26/2015)</p>	<p>CAPM-related question, we recommend revisiting the questions from MGT499 to double check if that question is consistent with learning objectives and are clear for students. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>The four finance questions assessed in MGT499 on Business Competency Exam were answered acceptably by at least 85% of the students. The topics and scores follow:</p> <p>Compounding and discounting: 67% scored 70% or better</p> <p>Capital Budgeting: 49% scored 70% or better</p> <p>CAPM: 46% scored 70% or better</p> <p>Build a Portfolio: 82% scored 70% or better (10/17/2014)</p>	<p><b>Actions:</b> Students performance has been consistently underperformed. We recommend the faculty revisit those questions from MGT499 to double check if those questions are consistent with learning objectives and are clear for students. (10/17/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Performance was worse than the spring of 2013. The question on building a portfolio was answered correctly by 72% of the finance students, the question on compounding and discounting was answered correctly by 69%, the question on capital budgeting by 46% and the question on the CAPM by 49%. (04/04/2014)</p>	<p><b>Actions:</b> We recommend professors in Fin325 and Fin326 to spend more time explaining those core concepts and give more examples. In addition, faculty suggests to review the BCE problems to make sure they are consistent with our learning objectives. (04/04/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Performance of finance majors on the business competency exam was not quite as good as in the fall. The question on building a portfolio was answered correctly by 100% of the finance students, questions on the CAPM and capital</p>	<p><b>Actions:</b> We are still encouraged by these numbers and will continue to review the basic concepts. (10/29/2012)</p>

Outcomes	Assessment Methods	Results	Actions
		budgeting were each answered correctly by 83% of the students and compounding and discounting was answered correctly by 79%. (10/29/2012)	
<p><b>Written Communication</b> - Students will demonstrate an ability to effectively communicate information of a financial nature through written presentations.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Written presentation of a thesis paper in FIN375 graded with a common rubric.</p> <p><b>Criterion:</b> 85% of the students will score at least an acceptable/good on each areas in the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Each rubric item is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric items states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Spring 2015 semester is below:</p> <p>Clarity 96% of students scored a 2 or better.</p> <p>Organization 93% scored of students a 2 or better.</p> <p>Overall Appearance 96% of students scored a 2 or better.</p> <p>Reference Documentation 89% of students scored a 2 or better.</p> <p>Spelling and Grammar 95% of students scored a 2 or better.</p> <p>Writing Style 96% of students scored a 2 or better. (06/06/2016)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Each rubric area is assessed on a 3-point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion states that 85% of students should score a 2 or higher on each rubric area. The breakdown of each area for the Spring 2015 semester is below:</p> <p>Clarity: 91% of students scored a 2 or better.</p> <p>Organization: 92% scored of students a 2 or better.</p> <p>Overall Appearance: 90% of students scored a 2 or better.</p> <p>Reference Documentation: 83% of students scored a 2 or better.</p> <p>Spelling and Grammar: 92% of students scored a 2 or better.</p> <p>Writing Style: 86% of students scored a 2 or better.</p>	<p><b>Actions:</b> Goals are met in all areas. There is improvement in all areas, including reference documentation which was less than 85% in Spring 2015. We recommend faculty continues to monitor progress, assure students' performance meet the goal. (06/06/2016)</p> <hr/> <p><b>Actions:</b> Goals are met in all areas except for Reference Documentation. Instructors will emphasize reference documentation and devote more instruction in class to this area. Using 3-point scale creates more skewed distribution. Therefore, faculty will consider changing the rubrics from 3-point scale to 4-point scale. (09/30/2015)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>The overall assessment is the average score of the six rubric areas. In Spring 2015, 90% of students scored a 2 or better for the overall assessment. (09/30/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  Each rubric area is assessed on a 3-point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion states that 85% of students should score a 2 or higher on each rubric areas. The breakdown of each area for the Fall 2014 semester is below</p> <p>Clarity: 88% scored a 2 or better  Organization: 88% scored a 2 better  Overall Appearance: 100% scored a 2 or better  Reference Documentation: 100% scored a 2 or better  Spelling and Grammar: 88% scored a 2 or better  Writing Style: 92% scored a 2 or better</p> <p>The overall assessment is the average score of the six rubric areas. In Fall 2014, 92% of students scored a 2 or better for the overall assessment. (03/26/2015)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  94% of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. We met our goal in all areas. The breakdown by sub-category is as follows:</p> <p>CLARITY –  99% scored 70% or better</p> <p>ORGANIZATION - 93%  scored 70% or better</p> <p>OVERALL APPEARANCE 90%  scored 70% or better</p> <p>REFERENCE DOCUMENTATION- 94% scored 70%  or better</p> <p>SPELLING AND GRAMMAR- 96% scored 70%  or better</p> <p>WRITING STYLE- 94%  scored 70% or better</p>	<p><b>Actions:</b> Goals met in all areas. Students overall performance has improved from previous semesters. We recommend faculty continue to monitor progress IN FIN 375 and assure students' performance meets the goals. (03/26/2015)</p> <hr/> <p><b>Actions:</b> Goals met in all areas. Students overall performance has improved from previous semesters. We recommend faculty continues to monitor progress and to assure students' performance meet the goal. (10/17/2014)</p>

Outcomes	Assessment Methods	Results	Actions
		(10/17/2014)	
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>95% of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown by sub-category is as follows:</p> <p>CLARITY –</p> <p>97% scored 70% or better</p> <p>ORGANIZATION - 100%</p> <p>scored 70% or better</p> <p>OVERALL APPEARANCE 97%</p> <p>scored 70% or better</p> <p>REFERENCE DOCUMENTATION- 92% scored 70% or better</p> <p>SPELLING AND GRAMMAR- 94% scored 70% or better</p> <p>WRITING STYLE- 69%</p> <p>scored 70% or better</p> <p>(04/04/2014)</p>	<p><b>Actions:</b> Students overall performance in FIN375 is similar with previous semester. The biggest weakness in students' writing is writing style. We recommend the professor in Fin375 to send students to writing center to sharpen their writing skills. In addition, we recommend professors in Fin326 to identify major students who are weak in writing so we can ask them to prepare in advance. (04/04/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>81% of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown by sub-category is as follows:</p> <p>CLARITY ?</p> <p>95% scored 70% or better</p> <p>ORGANIZATION - 94%</p> <p>scored 70% or better</p> <p>OVERALL APPEARANCE 93%</p> <p>scored 70% or better</p> <p>REFERENCE DOCUMENTATION- 86% scored 70% or better</p> <p>SPELLING AND GRAMMAR- 80% scored 70% or better</p> <p>WRITING STYLE- 96%</p> <p>scored 70% or better</p> <p>(10/16/2013)</p>	<p><b>Actions:</b> Students overall performance in FIN375 is similar with previous semester. The biggest weakness in students' writing continues to be in the area of spelling and grammar. We recommend the professor in Fin375 to explain rubrics to students more clearly, invite writing center staff to class and recommend resources (online writing tutoring, books, etc.), and proofreads students' draft first. (10/16/2013)</p>
		<b>Reporting Period:</b> Prior to 2014 -2015	<b>Actions:</b> Overall, we are pleased



Outcomes	Assessment Methods	Results	Actions																								
		<p><b>Result Type:</b> Criterion Not Met</p> <p>In FIN375, 88% of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown by sub-category is as follows:</p> <table><tr><td>CLARITY ?</td><td>90%</td></tr><tr><td>scored 70% or better</td><td></td></tr><tr><td>ORGANIZATION -</td><td>86%</td></tr><tr><td>scored 70% or better</td><td></td></tr><tr><td>OVERALL APPEARANCE</td><td>94%</td></tr><tr><td>scored 70% or better</td><td></td></tr><tr><td>REFERENCE DOCUMENTATION-</td><td></td></tr><tr><td>92% scored 70% or better</td><td></td></tr><tr><td>SPELLING AND GRAMMAR-</td><td>80% scored</td></tr><tr><td>70% or better</td><td></td></tr><tr><td>WRITING STYLE-</td><td>86%</td></tr><tr><td>scored 70% or better</td><td></td></tr></table> <p>(10/29/2012)</p>	CLARITY ?	90%	scored 70% or better		ORGANIZATION -	86%	scored 70% or better		OVERALL APPEARANCE	94%	scored 70% or better		REFERENCE DOCUMENTATION-		92% scored 70% or better		SPELLING AND GRAMMAR-	80% scored	70% or better		WRITING STYLE-	86%	scored 70% or better		<p>with student performance in this area. The biggest weakness in students? writing continues to be in the area of spelling and grammar. Dr. Benzing shared an editorial worksheet and writing exercise which we will try to use before the fall semester assessment. All professors are now recommending the Writing Center to students and Dr. Pedersen is requiring students to have their writing reviewed before submission.</p> <p>(10/29/2012)</p>
CLARITY ?	90%																										
scored 70% or better																											
ORGANIZATION -	86%																										
scored 70% or better																											
OVERALL APPEARANCE	94%																										
scored 70% or better																											
REFERENCE DOCUMENTATION-																											
92% scored 70% or better																											
SPELLING AND GRAMMAR-	80% scored																										
70% or better																											
WRITING STYLE-	86%																										
scored 70% or better																											
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Inconclusive</p> <p>In FIN375, WRITTEN PRESENTATION SKILLS were not assessed. The professor who previously taught the course retired in July, 2011, and a part-time professor taught this during the fall semester and then retired unexpectedly without completing the rubrics. (09/23/2012)</p>	<p><b>Actions:</b> Assessment of written presentation skills will resume in Spring, 2012. (09/23/2012)</p> <p><b>Actions:</b> W will resume assessment in this area Spring, 2012. (09/23/2012)</p>																								
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>In FIN375, 92% of the students scored 70% or better overall in written communication. Individual categories with percentage scoring 70% or better follow:</p> <table><tr><td>Clarity</td><td>97%</td></tr><tr><td>Organization</td><td>95%</td></tr><tr><td>Overall appearance</td><td>100%</td></tr><tr><td>Reference documentation</td><td>94%</td></tr><tr><td>Spelling and grammar</td><td>100%</td></tr><tr><td>Writing style</td><td>98%</td></tr></table> <p>(09/21/2011)</p>	Clarity	97%	Organization	95%	Overall appearance	100%	Reference documentation	94%	Spelling and grammar	100%	Writing style	98%	<p><b>Actions:</b> Beginning Fall, 2011, FIN375 will be taught by a different instructor due to the retirement of the previous professor. We will continue to monitor results.</p> <p>(09/21/2011)</p>												
Clarity	97%																										
Organization	95%																										
Overall appearance	100%																										
Reference documentation	94%																										
Spelling and grammar	100%																										
Writing style	98%																										
	<p><b>Embedded Course Assessment -</b> Written analysis of project in FIN326, Intermediate Finance</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Each rubric item is assessed on a 3 point scale, where 1</p>	<p><b>Actions:</b> Goals are met in all areas. We recommend faculty continues to monitor progress, assure</p>																								

Outcomes	Assessment Methods	Results	Actions
	<p><b>Criterion:</b> 85% of the students will score at least an acceptable/good or better on all areas of the rubric</p> <p><b>Schedule:</b> Every semester</p>	<p>refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric items states that 85% of students should score a 2 or higher on each rubric item. The breakdown of each item for Fall 2015 semester is below:</p> <p>Clarity 89% of students scored a 2 or better.  Organization 91% of students scored a 2 or better.  Overall Appearance 89% of students scored a 2 or better.  Spelling and Grammar 92% of students scored a 2 or better.  Writing Style 86% of students scored a 2 or better.</p> <p>(06/06/2016)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  Each rubric areas is assessed on a 3 point scale, where 1 refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric areas states that 85% of students should score a 2 or higher on each rubric areas. The breakdown of each area for Spring 2015 semester is below:</p> <p>Clarity 95% of students scored a 2 or better.  Organization 97% of students scored a 2 or better.  Overall Appearance 91% of students scored a 2 or better.  Spelling and Grammar 96% of students scored a 2 or better.  Writing Style 96% of students scored a 2 or better.</p> <p>The overall assessment is the average score of the five rubric areas. In Fall2015, 88% of students scored a 2 or better for the overall assessment.</p> <p>(09/30/2015)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  Each rubric areas is assessed on a 3 point scale, where 1</p>	<p>students' performance meet the goal. (06/06/2016)</p> <hr/> <p><b>Actions:</b> Goals are met in all areas. Actions taken last semester seems to be working very well. Instructors will continue to check students' project before the due date, so students can have time to correct spelling and grammar, etc. and to provide some well written, A-level projects for students to examine while completing their own.</p> <p>Using 3-point scale creates more skewed distribution. Therefore, faculty will consider changing the rubrics from 3-point scale to 4-point scale.  (09/30/2015)</p> <hr/> <p><b>Actions:</b> Students overall performance was similar with previous two semesters in FIN326.</p>

Outcomes	Assessment Methods	Results	Actions
		<p>refers to unacceptable, 2 refers to acceptable and 3 refers to outstanding. The criterion for the rubric areas states that 86% of the students scored 70% i.e 2 or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown of each area for Fall 2014 semester is below:</p> <p>CLARITY – 89% scored 70% or better</p> <p>ORGANIZATION - 92% scored 70% or better</p> <p>OVERALL APPEARANCE- 84% scored 70% or better</p> <p>SPELLING AND GRAMMAR- 82% scored 70% or better</p> <p>WRITING STYLE- 82% scored 70% or better</p> <p>The overall assessment is the average score of the five rubric areas. In Fall 2014, 88% of students scored a 2 or better for the overall assessment. (03/26/2015)</p>	<p>The goals met in clarity, organization, and overall scores, but a little short in overall appearance, spelling and grammar and writing style. We recommend the professors who teach FIN326 to check students' project before the due date, so students can have time to correct spelling and grammar, etc. Another suggestion for the professors is to provide some well written, A-level projects for students to examine while completing their own. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  85% of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown by sub-category is as follows:</p> <p>CLARITY – 83% scored 70% or better</p> <p>ORGANIZATION - 80% scored 70% or better</p> <p>OVERALL APPEARANCE- 91% scored 70% or better</p> <p>SPELLING AND GRAMMAR- 89% scored 70% or better</p> <p>WRITING STYLE- 83% scored 70% or better (10/17/2014)</p>	<p><b>Actions:</b> Students overall performance was similar with previous two semesters in FIN326. The goals met in overall appearance, spelling and grammar and overall scores, but a little short in clarity, organization and writing style. We recommend the professors who teach FIN326 meet and set a consistency grading policy on Fin 326 projects. In addition, we recommend that when do advising, professors recommend students to take ENG368 in their sophomore year so they are better prepared in writing. (10/17/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p>	<p><b>Actions:</b> Students overall</p>

Outcomes	Assessment Methods	Results	Actions
		<p><b>Result Type:</b> Criterion Not Met</p> <p>55% of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown by sub-category is as follows:</p> <p>CLARITY – 90% scored 70% or better</p> <p>ORGANIZATION - 86% scored 70% or better</p> <p>OVERALL APPEARANCE- 88% scored 70% or better</p> <p>SPELLING AND GRAMMAR- 88% scored 70% or better</p> <p>WRITING STYLE- 83% scored 70% or better (04/04/2014)</p>	<p>performance is similar with previous two semesters in FIN326. Students meet almost every aspects of sub-categories with only a little short in writing style, which is consistent with our observations in Fin 375, but failed to a large extend in overall scores. We recommend the professors teach FIN326 meet and set a consistency grading policy on Fin 326 projects, especially on overall scores. (04/04/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>61% of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown by sub-category is as follows:</p> <p>CLARITY ? 77% scored 70% or better</p> <p>ORGANIZATION - 77% scored 70% or better</p> <p>OVERALL APPEARANCE- 77% scored 70% or better</p> <p>SPELLING AND GRAMMAR- 77% scored 70% or better</p> <p>WRITING STYLE- 77% scored 70% or better (10/15/2013)</p>	<p><b>Actions:</b> Students overall performance is much worse than previous semesters in FIN326. Dr. Miller was the new instructor in Fin326, and he was stricter on students? projects. All professors are now recommending instructors to explain rubrics to students more clearly, provide sample projects, and do one on one meeting before students submit the projects. (10/16/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>In FIN326, 80% of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown by sub-category is as follows:</p> <p>CLARITY ? 85%</p>	<p><b>Actions:</b> Overall, we are pleased with student performance in this area. The biggest weakness in students? writing continues to be in the area of spelling and grammar. Dr. Benzing shared an editorial worksheet and writing</p>

Outcomes	Assessment Methods	Results	Actions
		<p>scored 70% or better</p> <p>ORGANIZATION - 84%</p> <p>scored 70% or better</p> <p>OVERALL APPEARANCE- 82%</p> <p>scored 70% or better</p> <p>SPELLING AND GRAMMAR- 67% scored</p> <p>70% or better</p> <p>WRITING STYLE- 82%</p> <p>scored 70% or better</p> <p>(10/29/2012)</p>	<p>exercise which we will try to use before the fall semester assessment. All professors are now recommending the Writing Center to students. (10/29/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>In FIN326, 74% (42 out of 57) of the students scored 70% or better overall on the rubric dealing with WRITTEN PRESENTATION SKILLS. The breakdown by sub-category is as follows:</p> <p>CLARITY 93% scored 70% or better</p> <p>ORGANIZATION 93% scored 70% or better</p> <p>OVERALL APPEARANCE 93% scored 70% or better</p> <p>SPELLING AND GRAMMAR 74% scored 70% or better</p> <p>WRITING STYLE 89% scored 70% or better</p> <p>(09/23/2012)</p>	<p><b>Actions:</b> The biggest weakness in students? writing is in the area of spelling and grammar as we noted that only 74% of the students scored 70% or higher. We will try to include some writing exercises earlier in the FIN326 course to provide early feedback and include information on the University Writing Center in the FIN326 and FIN375 syllabi. Dr. Benzing will also mail all professors an editorial worksheet that might help students write better. (09/23/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>In FIN326, 72% of the students scored 70% or better overall in written communication. Individual categories with percentage scoring 70% or better follow:</p> <p>Clarity 87%</p> <p>Organization 83%</p> <p>Overall appearance 87%</p> <p>Spelling and grammar 87%</p> <p>Writing style 91%</p> <p>(09/21/2011)</p>	<p><b>Actions:</b> Tremendous improvement in this objective since Fall, 2010. We will continue to emphasize the basics; organization in particular. All of our required finance courses contain a written component. (09/21/2011)</p>

# Assessment: Assessment Unit Four Column

## CBPA Program: Management BS

**Mission Statement:** The Mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School will: provide high-value business programs at the undergraduate and graduate level; foster student development through multidisciplinary education, scholarship and experiential learning; work with regional businesses and nonprofits to continuously impact pedagogy and business practices through relevant research and other professional activities.

**Student Learning Assessment Plan Narrative :** Fall 2012: In setting assessment goals, the Management Department strives to achieve a super majority with 75% of students passing in essential areas vs. a simple majority of only 51%. This 75% figure is supported by the Middle States Commission on Higher Education which employs the Goal Inventory developed by the Pew Charitable Trust and the Ford Foundation\* in which an "Essential Goal" is defined as "a goal you always/nearly always try to achieve 76% to 100% of the time." (Source: page 23, Student Learning Assessment [http://www.msche.org/publications/SLA\\_Book\\_0808080728085320.pdf](http://www.msche.org/publications/SLA_Book_0808080728085320.pdf)). Additionally, we aim for continuous improvement, and have raised the bar to a higher pass rate (for instance, 80%) in some areas where our students have consistently met the 75% hurdle. An initial minimum passing grade of 75 is set for each goal, since for all business courses students must achieve a grade of "C" or better. This is consistent with AACSB standards. Students are assessed in every semester in the appropriate courses. No sampling occurs.

Assurance of learning at the undergraduate core level is completed by the Undergraduate Program Committee. Since the core comprises classes across the four departments, the committee is responsible for assurance of learning activities that occur in any of those common classes. For Management major courses that are not part of the core, department faculty meet each semester to review results from the prior semester, to evaluate progress, and to identify relevant changes. All rubrics are developed in compliance with AACSB standards and with reference to Middle States examples. All rubrics and individual student scores on the rubrics are loaded into Sedona each semester.

The Department of Management has made course changes as a result of assurance of learning efforts. In an effort to enhance information literacy, a class exercise on sample stratification along with a brief lecture on how this concept is used in managerial decision-making was developed and implemented. In addition, a review of formatting standards was implemented with particular attention paid to describing the appropriate use of citations in business research. Student learning in the quantitative analysis of managerial problems was enhanced through the use of more examples in which categories of expense are one-time versus recurring. This provides a more thorough explanation of the origins of the ?discounting? formula (to facilitate learning the formula) and greater emphasis on how to compute production cost and sales revenue. Student proficiency in oral communication was enhanced via additional opportunities to give presentations, resulting in reduced student dependence on notes and increased overall comfort. In addition, proficiency in written communication was enhanced by providing additional resources to inform students of appropriate formatting requirements. Proficiency in group effectiveness was enhanced through the adoption of a project management template to help ensure accountability in projects and the assignment of coordinator roles in groups to help enhance integration of projects and presentations. In addition, a series of team memo assignments was implemented to give students greater opportunity to produce collaborative papers.

**Student Learning Outcome Rotation Schedule:** Annually

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<b>Information Literacy</b> - Students will be able to identify, explain and appropriately apply methods to	<b>Embedded Course Assessment</b> - Quantitative Reasoning Exercise in MGT 498 in which students will be	<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Fall 2014 Results: This goal was not met. A majority	<b>Actions:</b> Action Steps Fall 2014: This round of assessment results indicated students are strong in

Outcomes	Assessment Methods	Results	Actions
<p>acquire and evaluate information necessary for managerial decision making.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p>given a premise and conclusion based on data and they will need to evaluate information needs and limitations in decision making.</p> <p><b>Criterion:</b> 75% of the students will successfully complete each section of the exercise.</p> <p><b>Schedule:</b> Every semester.</p>	<p>(&gt;75%) met the proficiency standard in each of the subscales except the one that measured student ability to identify threats to reliability in the employment interview. The table below identifies the percentage of students who met the standard on each of the five criteria used in this assessment.</p> <p>Reliability: 73 Validity: 68 Sampling Bias: 82 Credibility of On-Line Sources: 77 Biases in Employee Performance Data: 76</p> <p>Spring 2015 Results: The goal was met. A majority (&gt;75%) met the proficiency standard in each of the subscales. Performance was higher as compared to those obtained last semester. Scores in the items reflecting Reliability, Validity and Sampling Bias were particularly strong. The table below identifies the percentage of students who met the standard on each of the five criteria used in this assessment.</p> <p>Reliability: 93 Validity: 96 Sampling Bias: 96 Credibility of On-Line Sources: 85 Biases in Employee Performance Data: 90</p> <p>(11/04/2015)</p> <p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2013 Results: This semester was spent testing out the new assessment instrument. A focus group was run in one section of MGT 498 to identify problems of language/clarity with respect to the design of the new rubric. The intent was to improve upon the former version of the rubric by making it more applied, specific to the information demands of the future manager as well as covering a greater breadth of concepts relating to this construct.</p>	<p>the Sampling Bias item while the others were a bit weaker. However, our goal was exceeded in all but one item. As a result, we will offer an additional in-class assignment in MGT 498 in Spring 2015 to reinforce reliability items, especially in the context of employment interviewing. In addition, this will be reinforced through the use of more case examples throughout the course.</p> <p>Action Steps Spring 2015: This round of assessment results indicated students are strong in each of the measured subscales. In the past, we have concentrated on applying these concepts to employee selection and performance measurement. Our plan is to expand the application of these concepts in Fall 2015 and Spring 2016 sections of MGT 498 by utilizing a greater variety of contexts including quality management and continuous improvement. (11/04/2015)</p> <p><b>Actions:</b> Action Steps Fall 2013: The information obtained in the results described above were used to finalize the rubric. It will be fully implemented in the Spring, 2014 semester.</p> <p>Action Steps Spring 2014: This round of assessment results indicated students are strong in the Validity, Sampling Bias and</p>

Outcomes	Assessment Methods	Results	Actions														
		<p>Spring 2014 Results: A majority (&gt;75%) met the proficiency standard in each of the subscales except the one that measured student ability to identify the characteristics of “high quality” employee performance data. In addition, the subscale that measured ability to apply reliability concepts to an employee interview scenario barely exceeded our goal (78%). The table below identifies the percentage of students who met the standard on each of the five criteria used in this assessment.</p> <table><tr><td>Subscales</td><td>%</td></tr><tr><td>Meeting Standard</td><td></td></tr><tr><td>Reliability</td><td>78</td></tr><tr><td>Validity</td><td>91</td></tr><tr><td>Sampling Bias</td><td>96</td></tr><tr><td>Credibility of On-Line Sources</td><td>91</td></tr><tr><td>Biases in Employee Performance Data</td><td>73</td></tr></table> <p>(10/28/2014)</p>	Subscales	%	Meeting Standard		Reliability	78	Validity	91	Sampling Bias	96	Credibility of On-Line Sources	91	Biases in Employee Performance Data	73	<p>Credibility of Online Sources criteria. However, they were just short of our goal in the Biases in Employee Performance Data, and barely proficient in the Reliability criteria. As a result, we will offer an additional in-class case exercise to aid in the ability of students to identify threats to reliability in the employee interview process. In addition, we will utilize an in-class exercise that requires students to identify common biases as they pertain to employee performance evaluation data. This will hopefully result in enhancing students’ ability to identify common biases found in employee performance data. (10/28/2014)</p>
Subscales	%																
Meeting Standard																	
Reliability	78																
Validity	91																
Sampling Bias	96																
Credibility of On-Line Sources	91																
Biases in Employee Performance Data	73																
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Fall 2012: This semester was used to develop and test items for a new assessment instrument. An informal assessment using a draft of the new instrument indicated that students were proficient in this area but needed extra reinforcement of common barriers to reliability and validity in managerial measurement tasks.</p> <p>Spring 2013: The new data collection instrument was pilot tested and refined during this semester. Qualitative data collected this semester indicated a need to address student difficulties in assessing the credibility of source material. (10/11/2013)</p>	<p><b>Actions:</b> Action Item (Fall 2012): The new assessment instrument will be amended to focus more on reliability and validity in managerial measurement.</p> <p>Action Item (Spring 2013): The new assessment instrument (with modifications to address student deficiencies in assessing source credibility) will be implemented in Fall, 2013. (10/11/2013)</p>														
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met More than 75% scored 75% or higher on the exercise. (11/14/2012)</p>	<p><b>Actions:</b> Increase goal to 80%. Develop an in-class assignment to reinforce stratification in data analysis. (11/14/2012)</p>														



Outcomes	Assessment Methods	Results	Actions
		<p><b>Notes:</b> Stratification remains a concept in need of development.</p> <p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>75% or more students correctly answered 5 of the 7 criteria items, with 60% answering the item on causal analysis and 35% answering the stratification items correctly. In total, 66% scored 75% or higher on the exercise. (05/16/2012)</p>	<p><b>Actions:</b> The course instructor is developing a set of in-class analytical exercises to reinforce these concepts. (05/16/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>The goal was met on all of the items except "confusing associative data with causal data" and "stratification." Overall, the goal was not met, with 61.6% scoring 75 or higher on the exercise. (09/25/2011)</p> <p><b>Notes:</b> Ability to identify the limitations in aggregate data and to formulate meaningful distinctions between subgroups in the sample.</p>	<p><b>Actions:</b> Provide a class discussion and case analysis on cross-tabulation methodology and the individual differences that can impact results found in aggregate data. This discussion will utilize their class projects as a basis for this discussion and groups will have to hand in a memo demonstrating their understanding of this concept. (09/25/2011)</p>
	<p><b>Embedded Course Assessment -</b> Data Identification Exercise in INB300. Case study in which student must conduct research with emphasizes the identification and retrieval of credible sources of information. This is graded on a common scoring rubric.</p> <p><b>Criterion:</b> 75% of the students will score a 75% or higher on the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results: Our goal was met. 53% (9% higher than last semester) of students scored 90%; 92 (8% higher than last semester) of students scored at least 75%. (06/06/2016)</p>	<p><b>Actions:</b> Action Steps Fall 2015:</p> <ul style="list-style-type: none"> <li>• Help students review the outline again in details one month before deadline</li> <li>• Show them how to do research through globalEDGE web</li> <li>• Describe appropriate use of citations</li> <li>• Provide a written example by one of previous students</li> <li>• Follow student progress and remind them of my requirements and deadline constantly (06/06/2016)</li> </ul>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> Fall 2014 Action Steps:</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>Fall 2014 Results: Our goal was met. 45% of students scored 90%; 86% of students scored at least 75%.</p> <p>Spring 2015 Results: Our goal was met. 45% of students scored 90%; 84% of students scored at least 75%. (11/04/2015)</p>	<ul style="list-style-type: none"> <li>Consider raising our goal levels once again for next semester</li> </ul> <p>In INB 300 in the Fall 2015 and Spring 2016 semesters, we will do the following:</p> <ul style="list-style-type: none"> <li>help students review the outline again in details one month before deadline</li> <li>Show them how to do research through globalEDGE web</li> <li>Describe appropriate use of citations</li> <li>Provide a written example by one of previous students</li> <li>Follow student progress and remind them of my requirements and deadline constantly</li> </ul> <p>Spring 2015 Action Steps</p> <p>In INB 300 in the Fall 2015 and Spring 2016 semesters, we will do the following:</p> <ul style="list-style-type: none"> <li>help students review the outline again in details one month before deadline</li> <li>Show them how to do research through globalEDGE web</li> <li>Describe appropriate use of citations</li> <li>Provide a written example by one of previous students</li> <li>Follow student progress and remind them of my</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			<p>requirements and deadline constantly</p> <p>In addition, we will continue to monitor student performance in Fall 2015 to see if these steps are producing an increase in scores. (11/04/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014: The goal was met. Approximately 35% of students scored 90% or better on the rubric; 90% of students scored at least 75% on the rubric. (10/28/2014)</p>	<p><b>Actions:</b> Action Items (Spring 2014):</p> <ul style="list-style-type: none"> <li>• Help students review the assignment outline in detail one month before assignment deadline</li> <li>• Show students how to do research through globalEDGE web</li> <li>• Provide greater description of the appropriate use of citations</li> <li>• Provide a sample of an exemplar paper written by one of my previous students</li> <li>• Follow student progress and remind them of my requirements and deadline constantly (10/28/2014)</li> </ul>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2013: 75% of students scored 95%; 100% of students scored at least 75%. Goal#1 performance is higher than last semester. Goal#1 met easily and Goal #2 was met. (10/11/2013)</p>	<p><b>Actions:</b> Action Items (Spring 2013):</p> <ul style="list-style-type: none"> <li>? Consider raising Goal #1 once again for next semester to 80% of students will score at least 75%.</li> <li>? Review MLA Standards with class.</li> <li>? Describe appropriate use of citations.</li> <li>? Add a sample of a well-done paper (emphasis in citations) to syllabus.</li> <li>? Better define the concept of ?Entry Modes.?</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			(10/11/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 96% of students scored at least 75%  (11/14/2012) <b>Notes:</b> Generating meaningful citations are a weak area.	<b>Actions:</b> <ul style="list-style-type: none"> <li>o Review MLA Standards with class</li> <li>o Describe appropriate use of citations</li> <li>o Add a sample of a well-done paper (emphasis in citations) to syllabus</li> <li>o Better define the concept of ?Entry Modes.? (11/14/2012)</li> </ul>
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 86.1% of students scored 95%; 97.2% of students scored at least 75%  (05/17/2012)	<b>Actions:</b> <ul style="list-style-type: none"> <li>o Consider raising Goal for next semester</li> <li>o Review MLA Standards with class</li> <li>o Describe appropriate use of citations</li> <li>o Better define the concept of ?Entry Modes.? (05/17/2012)</li> </ul>
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met The goal was met with more than 87% meeting the criterion on each sub-score (09/25/2011) <b>Notes:</b> The major problem area is the effective use of citations.	<b>Actions:</b> Review MLA Standards with class; describe appropriate use of citations. Better define the concept of ?Entry Modes.? (09/25/2011)
<b>Basic Knowledge</b> - Students will identify and explain the concepts and terms used in current managerial practice. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment -</b> Questions related to the management degree on the Business Concepts test in MGT 499. <b>Criterion:</b> 75% of the students will score a 70% or higher on the questions related to management. <b>Schedule:</b> Every semetser.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met Fall 2015 Results:  This goal was not met. Student surveys suggest low overall student buy-in to the process. Here is a summary of performance in this assessment:  BCE-Eligible Students: 127 BCE-Participating Students: 108 BCE Participation Rate: 85% Students Scoring = 70% on BCE: 44	<b>Actions:</b> Action Steps Fall 2015: Increase Pass Rate: We received lower scores this semester as compared to last year's results. The problem seems to be that the students don't treat this exam with due respect because it is optional and the only incentive is the possibility of extra credit in the course. To improve the scores, we will do the following in future classes:

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>BCE Pass Rate: 41% (06/06/2016)</p>	<ul style="list-style-type: none"> <li>• Continue to provide a review handout to students to use in preparing for the exam.</li> <li>• Continue to impress upon students the importance of the exam in assessing learning and retention of content taught in business program.</li> <li>• Offer extra credit to students who earn 75% or above on the exam.</li> <li>• Explore other ways to incentivize performance on this assessment and explore alternatives to this instrument.</li> </ul> <p>(06/06/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            Fall 2014 Results: This goal was not met. 31% of the students scored 70% or higher on the BCE. Student surveys suggest low overall student buy-in to the process.</p> <p>Spring 2015 Results: This goal was not met. 62% of students scored 70% or higher on the BCE. However, the scores this semester were a significant increase over last semester. (11/04/2015)</p>	<p><b>Actions:</b> Action Steps Fall 2014: Increase Pass Rate: We received lower scores this semester as compared to last year's results. We are uncertain if the issue is the test or students not taking the assessment seriously because it is ungraded. We feel the BCE needs to be revised or made a condition of enrollment in MGT 499 in order to gain greater student buy-in.</p> <p>Action Steps Spring 2015: The School of Business Undergraduate Program Committee is currently researching alternatives to the BCE. We are seeking a standardized business content test that meets the approval of AACSB, our accrediting agency. We expect to begin implementation of this exam following our next accreditation site visit in Fall, 2016.</p>

Outcomes	Assessment Methods	Results	Actions
			(11/04/2015)
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall 2013 Results: Objective not achieved. 33% (32 out of 96 students) scored 70% or higher on the BCE. Student surveys indicate few students prepare for the exam more than 30 minutes; most do not prepare at all.</p> <p>Spring 2014 Results: The goal was not met. 72% (34 out of 47 students) scored 70% or higher on the exam. The scores this semester were a significant increase over last semester.</p> <p>(10/28/2014)</p>	<p><b>Actions:</b> Action Steps Fall 2013: Try to Increase Pass Rate: Questions for MGT 200 are on the test, but study guide does not contain associated content. We are updating the study guide accordingly.</p> <p>Action Steps Spring 2014: To continue the upward trend in scores, we will continue to emphasize the use of the study guide, offer extra credit for high performance, and administer test no later than the last three weeks of the semester. We are currently exploring a variety of ways to incentivize performance on this test. (10/28/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Fall, 2012: MGT 499.02: 67% scored below 70% on the exam suggesting that the majority of students are deficient in the content the school has identified as core business knowledge. MGT 499.03: 48.15% scored below 70% on the exam suggesting that almost half of students are deficient in the content the school has identified as core business knowledge. MGT 499.01 37% scored below 70% on the exam suggesting that more than one-third of students are deficient in the content the school has identified as core business knowledge. As a result, our goal was not met. Although our objective was not achieved, the pass rate has improved over the past semesters.</p> <p>Spring, 2013: 45% of students performed below 70% on the exam suggesting that almost half of the students are deficient in the content the school has identified as core business knowledge. In examining trends over the past few semesters, we decided to take a critical look at this</p>	<p><b>Actions:</b> Action Step (Fall, 2012): To improve scores, we will distribute exam review documents early in the semester to assist them in preparing for the exam. In addition, we will continue to emphasize study guide and revisit exam questions next semester in our dept. meeting to decide on whether a revision strategy if necessary. To increase participation rates: we will administer the test before grading is complete. We believe this will increase the participation of students who are doing well in the class; these students decline participation if they know they don't need the extra credit.</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		assessment tool as well as the use of study guides to better understand what differentiates high performers. (10/11/2013)	Action Step (Spring, 2013): Survey students about their preparation for the exam and their use of the study guide. Identify correlates between students' actions and pass rates. (10/11/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 57% of participating Management students passed the BCE. The pass rate substantially improved over past semesters. Improved incentives and the study guide seemed to help preparation. (11/29/2012)	<b>Actions:</b> Inform students of recent test score improvements which seemingly result from the new study guide. Design extra credit which motivates ?A? students to participate. Revisit questions this semester in dept. meeting to decide on revision strategy; provide analysis of performance trends of BCE to department to discuss strategies throughout the year; make a focused attempt to reinforce all low performance concepts in relevant 400 level courses. (11/29/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Overall, 30% of Management majors scored 70% or higher on the exam (all areas). The criteria was met on 4 out of 14 items within the Management Specific questions. (09/25/2011) <b>Notes:</b> The following themes were discussed in our department meeting: Students may not take the test seriously; there is little incentive to perform well on the test; questions may be confusing to students.	<b>Actions:</b> Provide meaningful incentive to students (extra credit based on test performance); revisit questions this semester in dept. meeting to decide on revision strategy; provide analysis of performance trends of BCE to department to discuss strategies throughout the year; make a focused attempt to reinforce all low performance concepts in relevant 400 level courses. (09/25/2011)
	<b>Embedded Course Assessment -</b> Group Barriers Essay in MGT 200. This is a two part essay identifying common barriers to group	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive Data was not collected in this area in the Fall, 2015 semester as this class moved to a large lecture hall format	<b>Actions:</b> We are in the process of developing a measurement instrument that is appropriate for a large, lecture hall class. We

Outcomes	Assessment Methods	Results	Actions
	effectiveness and practical managerial remedies for these barriers. <b>Criterion:</b> 75% of the students will score a 75% or higher on the essay. <b>Schedule:</b> Every semester.	and we are in the process of developing a measurement instrument that is appropriate for this type of class. We expect to implement this in the Spring, 2016 semester. (06/06/2016)  <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Fall 2014 Results: Data was not collected for this goal in MGT 200 in Fall, 2014. This course recently switched to a larger class format (90 students) and we are currently exploring alternative ways to measure this goal in the larger classroom. We expect to implement this new approach in Spring, 2016.  Spring 2015 Results: This goal was met in the assessed criteria. 86% of students successfully identified barriers to group effectiveness and were able to provide remedies to these barriers in the Group Barriers Essay. This score is an improvement from the previous year (2013-14). (11/04/2015)	expect to implement this in the Spring, 2016 semester. (06/06/2016)  <b>Actions:</b> Action Steps Fall 2014: Data was not collected for this goal in MGT 200 in Fall, 2014. This course recently switched to a larger class format (90 students) and we are currently exploring alternative ways to measure this goal in the larger classroom. We expect to implement this new approach in Spring, 2016.  Action Steps Spring 2015: Similar to 2013-2014, students are more proficient in identifying barriers to team effectiveness. However, the goal was met in both parts of this criterion. We will continue to place greater emphasis on identifying group barriers in applied settings as well as formulating effective remedies once they occur through additional case examples and scenario analyses in Fall 2015 and Spring 2016. Generating tactical responses to group based dilemmas seems to be difficult for students, especially at this early stage of their training. (11/04/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Spring 2014 Results: This goal was not met in either of the assessed criteria. The table below identifies the percentage of students who met the standard on each of the two criteria used in this assessment. This score is a	<b>Actions:</b> Action Steps Spring 2014: Similar to last semester, students are more proficient in identifying barriers to team effectiveness. However, the goal was not met in either criteria. Greater emphasis



Outcomes	Assessment Methods	Results	Actions
		<p>decrease in performance from the previous semester. One possible explanation is the high number of canceled classes due to the unusually harsh winter. We will monitor this measure in the upcoming semesters to see if this is a trend or a one-time incident.</p> <p>Subscales %</p> <p>Meeting Standard</p> <p>Identification of Barriers 64</p> <p>Provision of Remedies 40</p> <p>(10/28/2014)</p>	<p>will be given on identifying group barriers in applied settings as well as formulating effective remedies once they occur. This will be accomplished through greater use of case examples and scenario analysis. This approach will be implemented in the Fall, 2014 semester and will be monitored over the next couple of semesters to see if we experience an increase in student performance. (10/28/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2013 Results: 90% of the students scored 75% or greater on the essay. Students were better at identifying group barriers than they were in offering remedies. However, the goal was met in both subscores. (09/24/2014)</p>	<p><b>Actions:</b> Action Plan Fall 2013: Whereas factors barring team effectiveness seem to be recognized more readily more efforts need to be stressed on the way of handing such problems as and when they occur. Material to be covered under this category will be implemented during the Spring and Fall 2014 semesters. (09/24/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>92% scored 75% or higher on the barriers section of the essay and 87% scored 75% or higher on the remedies section of the essay. (11/27/2012)</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>96% of the students scored 75% or greater on the dysfunctions portion of the rubric and 78% of the students scored 75% or higher on the remedies section of the rubric. (09/25/2011)</p>	<p><b>Actions:</b> Students need practice in generating solutions to common group problems. There is concern that the questions used in this assessment could use some clarification. Reword assessment question and pilot test it in Fall, 2011; include more examples of real life group dysfunctions (Bay of Pigs, Challenger Disaster, etc.)</p>

Outcomes	Assessment Methods	Results	Actions
			and remedies in class discussion. (09/25/2011)
<b>International</b> - Students will recognize the global context and how it relates to managerial decisions. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment -</b> Globalization Essay in MGT200. Essay in which students must identify ways that the internationalization of the business environment has effected the manager. This is scored on a common rubric. <b>Criterion:</b> 75% of the students will score a 75% or higher on the essay. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive This goal was not measured in the Fall, 2015 semester as we are still in the process of revising this metric to work more effectively in a large class format. We expect to implement this revised assessment in the Spring 2016 semester. (06/06/2016)	<b>Actions:</b> We are still in the process of revising this metric to work more effectively in a large class format. We expect to implement this revised assessment in the Spring 2016 semester. (06/06/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Fall 2014 Results: Data was not collected for this goal in MGT 200 in Fall, 2014. This course recently switched to a larger class format (90 students) and we are currently exploring alternative ways to measure this goal in the larger classroom. We expect to implement this new approach in Spring, 2016.  Spring 2015 Results: This goal was met in the assessed criteria. 86% of the students met the standard in this assessment. This score is an increase in performance from the previous academic year. (11/04/2015)	<b>Actions:</b> Action Steps Fall 2014: Data was not collected for this goal in MGT 200 in Fall, 2014. This course recently switched to a larger class format (90 students) and we are currently exploring alternative ways to measure this goal in the larger classroom. We expect to implement this new approach in Spring, 2016.  Action Steps Spring 2015: This assessment indicated that the majority of students were able to identify how globalization has impacted the managerial role. We will continue to include more case analysis examples, especially those focusing on the Middle-East throughout Fall 2015 and Spring 2016. This practice will also be continued in INB 300. (11/04/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2014 Results: This goal was not met in the assessed criteria. The table below identifies the percentage of students who met the standard in this assessment. This score is a decrease in performance from the previous semester. One possible explanation is the high number of	<b>Actions:</b> Action Steps Spring 2014: This assessment indicated that students need to improve their ability to identify how globalization has impacted the managerial role. Moreover, students need to enhance their

Outcomes	Assessment Methods	Results	Actions
		<p>canceled classes due to the unusually harsh winter. We will monitor this measure in the upcoming semesters to see if this is a trend or a one-time incident.</p> <p>% Meeting Standard Impact on Manager Role 55 (10/28/2014)</p>	<p>awareness of how globalization has created new skill demands and information needs for managers and how this impacts managerial decision-making in complex organizations. These topics will be emphasized to a greater extent through the use of scenario analysis as an in-class teaching method. (10/28/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2013 Results: 88% of the students scored 75% or higher on the essay. (09/24/2014)</p>	<p><b>Actions:</b> Building on the current level of awareness of global situations, their role in various functions of management will be stressed during Spring and Fall 2014. (09/24/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            More than 75% scored 75% or higher on the essay. (11/14/2012)  <b>Notes:</b> Retention of material was identified as an issue of concern.</p>	<p><b>Actions:</b> Include additional cases of multinational companies in course discussion sessions to reinforce topics. (11/14/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            80% of the students scored 75% or higher on the essay. (05/24/2012)</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            86% of the students scored 75% or higher on this essay. (09/25/2011)  <b>Notes:</b> The Middle East and Africa remain areas in need of reinforcement for the students.</p>	<p><b>Actions:</b> Continue to focus on the Middle East and Africa to a greater extent in class discussion and examples. (09/25/2011)</p>
	<p><b>Embedded Course Assessment -</b>            Geography Identification Test in INB300.  <b>Criterion:</b> 75% of the students will score a 75% or higher on the knowledge test.  <b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Met            Spring 2015 Results: The goal was met. 42.6% (1.6 % higher than last semester) of students scored 100%; 74% (5% higher than last semester) of students scored at least 80% on the rubric.            (06/06/2016)</p>	<p><b>Actions:</b> Action Steps Fall 2015:</p> <p>Continue the action steps from last semester as they appear to be working:</p> <ul style="list-style-type: none"> <li>Put more emphasis on the Middle East and Africa (than</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			<p>the text does).</p> <ul style="list-style-type: none"> <li>• Introduce a brief very friendly geography competition (to have fun while learning).</li> <li>• Add a geography quiz to the syllabus at the half-way point of the course.</li> <li>• In addition, introduce course incentives for performing well on the assessment to provide extra motivation.</li> </ul> <p>(06/06/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            Fall 2014 Results: The goal was met. Approximately 48% of students scored 100% and 76% of students scored at least 80% on the rubric.</p> <p>Spring 2015 Results: The goal was not met. Approximately 41% of students scored 100% and 69% of students scored at least 80% on the rubric. (11/04/2015)</p>	<p><b>Actions:</b> Action Steps Fall 2014:</p> <ul style="list-style-type: none"> <li>• In Fall 2015 and Spring 2016 we will put more emphasis on the Middle East and Africa (than the text does).</li> <li>• Introduce a brief very friendly geography competition (to have fun while learning).</li> <li>• Add a geography quiz to the syllabus at the half-way point of the course.</li> </ul> <p>Action Steps Spring 2015: We plan to continue the action steps from Fall 2014:</p> <ul style="list-style-type: none"> <li>• In Fall 2015 and Spring 2016 we will put more emphasis on the Middle East and Africa (than the text does).</li> <li>• Introduce a brief very friendly geography competition (to have fun while learning).</li> <li>• Add a geography quiz to the syllabus at the half-way point</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			of the course
			We will continue to monitor in Fall 2015 and Spring 2016 to see if we have any movement in terms of student performance progress. (11/04/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Fall 2013/Spring 2014 Results/Action Steps: This course was taken over by a new faculty member who is in the process of reviewing options for measuring this attribute. It is our expectation that data collection on this variable will begin in Spring, 2015. (10/28/2014)	<b>Actions:</b> Fall 2013/Spring 2014 Results/Action Steps: This course was taken over by a new faculty member who is in the process of reviewing options for measuring this attribute. It is our expectation that data collection on this variable will begin in Spring, 2015. (10/28/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2013: 68.3% of students scored 100%; 95.2% of students scored at least 80%. (10/11/2013)	<b>Actions:</b> Action Items (Spring 2013) Continue with the following steps which appear to be making a difference: ? Put more emphasis on the Middle East and Africa (than the text does). ? Introduce a brief very friendly geography competition (to have fun while learning). ? Add a geography quiz to the syllabus at the half-way point of the course. (10/11/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 96% of students scored at least 80% on the test.  (11/14/2012)	<b>Actions:</b> Action Steps ? Continue with the following steps which appear to be making a difference: Put more emphasis on the Middle East and Africa (than the text does). Introduce a brief very friendly geography competition (to have fun while learning).

Outcomes	Assessment Methods	Results	Actions
			Add a geography quiz to the syllabus at the half-way point of the course. (11/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 60% of students scored 100%; 85.7% of students scored at least 80%. (05/17/2012)	<b>Actions:</b> Continue with the following steps which appear to be making a difference: <ul style="list-style-type: none"> <li>o Put more emphasis on the Middle East and Africa (than the text does).</li> <li>o Introduce a brief very friendly geography competition (to have fun while learning).</li> <li>o Add a geography quiz to the syllabus at the half-way point of the course. (05/17/2012)</li> </ul>
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 94% of the students scored 75% or higher on the assessment. (09/25/2011) <b>Notes:</b> There is a lack of awareness of the Middle East and African regions.	<b>Actions:</b> Continue to focus on the Middle East and Africa to a greater extent in class discussion and examples. (09/25/2011)

**Communication Skills** - Students will identify and apply the appropriate methods to effectively communicate information of a business nature.  
**Outcome Status:** Active: Assessing  
**Outcome Type:** General Education Goal, Learning

#### Directly Related to Outcome

**Embedded Course Assessment** - Presentation scale rubric in MGT 498. This is a comprehensive project in which student must orally present their findings.  
**Criterion:** 75% of the students will score a 3 or 4 or higher on each part of the rubric.  
**Schedule:** Every semester.

**Reporting Period:** 2015-2016  
**Result Type:** Criterion Met  
Fall 2014 Results: The goal was met with a strong majority (88%) of the students scoring above 75% on the essay rubric.  
Spring 2015 Results: The goal was met with 85% of the assessed students scoring above 70% in this subscale. Almost all scores were in the 70-90 range.  
Fall 2015 Results: The goal was met with a strong majority (92%) of the students scoring above 75% on the essay rubric. (06/06/2016)

**Actions:** Action steps Fall 2014:  
We will continue to refine our system for more frequent formal and informal evaluation of student performance. To this end, we have put various systems in place including "module checkouts" at the end of each topic area in MGT 313. The checkouts ask students to comment on three things: 1) something new they learned; 2) something they are still unsure or confused about; 3) something

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>they learned that is useful to them right now. In addition, we give students a data sheet at the start of the semester in which I ask them how they feel about various tasks like writing, research, speaking in class and team-work. We will then do a frequency analysis and provide coaching in class based on the results. We will continue to monitor this outcome and consider additional assessment techniques.</p> <p>Acton steps Spring 2015:</p> <p>Similar to the other 2 constructs measured as the 3 sub-scales of ethical decision making (general ethics, social responsibility and governance) in MGT 313, we decided to eliminate one major paper project in this class.</p> <p>Instead, students will do ONE short paper in Fall 2015 that is based on a corporate social audit plus a TED-style talk. This will help students focus more narrowly on a specific Learning Objective, while cultivating good citizenship skills. Additional actions implemented in Fall 2015 include:</p> <ul style="list-style-type: none"> <li>• Modified quizzes. Previously, students could take a chapter quiz twice and receive the highest grade. However, the quizzes were timed and the correct answers were not given. Students did not perform to their expectations on</li> </ul>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>the quizzes. Now, students will now be able to take the quizzes an unlimited number of times for one week (and prior to a group/class discussion over the chapter). This will provide motivation and opportunity for students to familiarize themselves with the material.</p> <ul style="list-style-type: none"> <li>• Less lecture, more group interaction. We have formatted the class to have weekly group discussions over specific topics that relate to the chapter. Students will take turns summarizing the group discussion weekly.</li> <li>• One minute papers. The one minute papers will be given at the end of each class to ensure that ALL of the students have a sound understanding of the chapter before we move on to new material. This activity will ensure that weaker students are not left behind.</li> </ul> <p>Acton steps Fall 2015:</p> <ul style="list-style-type: none"> <li>• Students will do continue to do ONE short paper that is based on a corporate social audit of a business facing an ethical or legal issue. Based on feedback on the paper project, the students found the analysis somewhat confusing and challenging when asked to integrate macro-environmental issues. The paper project will be modified, then, to ask students to</li> </ul>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>identify explicitly on how Business, Government, and Society were a part of the ethical or legal issue identified.</p> <ul style="list-style-type: none"> <li>• The Corporate Governance SLO is assessed through a homework chapter question assignment that does not require much critical thinking. This SLO will be revised in the future by asking students to critically evaluate the Corporate Governance of a publicly owned company.</li> <li>• The Ethics SLO is assessed through a Discussion Post and uses a simple case study from the textbook. This SLO will be revised in the future by using a more difficult case study that provides more realistic 'hard' choices.</li> <li>• Students will continue to do One minute papers. The one minute papers will be given at the end of each class to ensure that ALL of the students have a sound understanding of the chapter before we move on to new material. This activity will ensure that weaker students are not left behind.</li> <li>• For future iterations, the presentation/discussion of a complete chapter on Corporate Governance will be employed to better inform the discussion.</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			(06/06/2016)
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            Fall 2014 Results: This goal was met in each of the assessed criteria. A majority (&gt;75%) scored 75% or higher in each of the subscales. The percentages of students who met the standard on each of the seven criteria used in this assessment is provided below:</p> <p>Organization: 94            Effectiveness of Examples: 86            Credibility of Supporting Research: 79            Appropriateness of Length: 84            Appropriateness of Content for Audience: 89            Effective Utilization of Notes: 89            Ability to Answer Audience Questions: 87</p> <p>Spring 2015 Results: This goal was met in each of the assessed criteria. A majority (&gt;75%) scored 75% or higher in each of the subscales. The percentages of students who met the standard on each of the seven criteria used in this assessment is provided below:</p> <p>Organization: 93            Effectiveness of Examples: 90            Credibility of Supporting Research: 90            Appropriateness of Length: 93            Appropriateness of Content for Audience: 94            Effective Utilization of Notes: 95            Ability to Answer Audience Questions: 94 (11/04/2015)</p>	<p><b>Actions:</b> Action Steps Fall 2014: Although the goal was met in each of the measured criteria, the lowest scores were in the criteria 3 (similar to last year). Spring 2015 and Fall 2015 MGT students will continue to do practice presentations and greater attention will be placed in evaluating data sources to determine if they are credible, reliable and valid. We will continue to use the rubric development exercise described last year to reinforce the characteristics of an effective professional presentation.</p> <p>Action Steps Spring 2015: Similar to last year, we have found that students improve significantly when they have a chance to practice and refine their presentations. We will continue the practice of dedicating a class A class session to practicing the presentation with MGT 498 students in Fall 2015 and Spring 2016. We will use a rubric as a guide and fellow group members will offer their feedback. In addition, we will focus on professionalism in communicating and work in an emphasis on being able to use data to persuade and audience. (11/04/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2013 Results: This goal was met in each of the assessed</p>	<p><b>Actions:</b> Action Steps Fall 2013: Although the goal was met in each of the measured criteria, the</p>

Outcomes	Assessment Methods	Results	Actions																		
		<p>criteria. A majority (&gt;75%) scored 75% or higher in each of the subscales. The table below identifies the percentage of students who met the standard on each of the seven criteria used in this assessment.</p> <table><tr><td>Subscales</td><td>% Meeting</td></tr><tr><td>Standard</td><td></td></tr><tr><td>Organization</td><td>92</td></tr><tr><td>Effectiveness of Examples</td><td>100</td></tr><tr><td>Credibility of Supporting Research</td><td>84</td></tr><tr><td>Appropriateness of Length</td><td>100</td></tr><tr><td>Appropriateness of Content for Audience</td><td>100</td></tr><tr><td>Effective Utilization of Notes</td><td>92</td></tr><tr><td>Ability to Answer Audience Questions</td><td>100</td></tr></table>	Subscales	% Meeting	Standard		Organization	92	Effectiveness of Examples	100	Credibility of Supporting Research	84	Appropriateness of Length	100	Appropriateness of Content for Audience	100	Effective Utilization of Notes	92	Ability to Answer Audience Questions	100	<p>lowest scores was in the criteria 3. Students have been doing practice presentations for the past several semesters with positive effects. We will use a rubric development exercise to raise awareness of the criteria for an effective presentation as well as to give students specific competency areas to focus on in the development and delivery of their presentations.</p>
Subscales	% Meeting																				
Standard																					
Organization	92																				
Effectiveness of Examples	100																				
Credibility of Supporting Research	84																				
Appropriateness of Length	100																				
Appropriateness of Content for Audience	100																				
Effective Utilization of Notes	92																				
Ability to Answer Audience Questions	100																				
		<p>Spring 2014 Results: This goal was met in each of the assessed criteria. A majority (&gt;75%) scored 75% or higher in each of the subscales. The table below identifies the percentage of students who met the standard on each of the seven criteria used in this assessment.</p> <table><tr><td>Subscales</td><td>% Meeting</td></tr><tr><td>Standard</td><td></td></tr><tr><td>Organization</td><td>88</td></tr><tr><td>Effectiveness of Examples</td><td>82</td></tr><tr><td>Credibility of Supporting Research</td><td>83</td></tr><tr><td>Appropriateness of Length</td><td>87</td></tr><tr><td>Appropriateness of Content for Audience</td><td>100</td></tr><tr><td>Effective Utilization of Notes</td><td>88</td></tr><tr><td>Ability to Answer Audience Questions</td><td>100</td></tr></table>	Subscales	% Meeting	Standard		Organization	88	Effectiveness of Examples	82	Credibility of Supporting Research	83	Appropriateness of Length	87	Appropriateness of Content for Audience	100	Effective Utilization of Notes	88	Ability to Answer Audience Questions	100	<p>Action Steps Spring 2014: The goal was met in each of the criteria. However, the scores were a bit lower as compared to Fall, 2013. We have found that students improve significantly when they have a chance to practice and refine their presentations. A class session will be devoted to practicing the presentation with a rubric as a guide and fellow group members will offer their feedback. Students will be able to make a final round of revisions in advance of the final project presentation. (10/28/2014)</p>
Subscales	% Meeting																				
Standard																					
Organization	88																				
Effectiveness of Examples	82																				
Credibility of Supporting Research	83																				
Appropriateness of Length	87																				
Appropriateness of Content for Audience	100																				
Effective Utilization of Notes	88																				
Ability to Answer Audience Questions	100																				
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2012: 81% of the students scored 80% or greater on each of the 7 subscales of the presentation rubric. This goal was met. However, students did experience some general organizational issues with their presentations that could use</p>	<p><b>Actions:</b> Action Items (Fall, 2012): We are going to implement a presentation tip sheet that reinforces best practices when constructing an informational</p>																		

Outcomes	Assessment Methods	Results	Actions
		some improvement.	presentation.
		<p>Spring 2013: 80% of the students scored 80% or higher on each of the 7 subscales of the presentation rubric. The goal was met. However, although organization was improved, students could use some effective instruction on how to use visual aids (Powerpoint, Visio, etc.) more effectively. The presentations were generally more organized than last semesters. (10/11/2013)</p>	<p>Action Items (Spring, 2013): We are going to utilize a couple of case examples in the use of visual aids prior to the final presentation. In addition, we will be reviewing the presentation guidelines with groups and posting a visual aid tip sheet to help identify best practices in this area. (10/11/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  More than 75% of the students scored 75% of higher on each part of the rubric with the exception of being over-reliant on their notes. Students also needed support on addressing questions from the audience. (11/14/2012)</p>	<p><b>Actions:</b> Students will have to present project proposals starting next semester as a practice run for the full project presentation. This should reinforce the problem areas described above. (11/14/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  75% or more students scored 75% or higher on each part of the rubric with the exception of the one that addresses presenters' ability to adequately address questions from the audience in their presentation (71%). (05/16/2012)</p>	<p><b>Actions:</b> Students will complete a pre-presentation practice session where they gain experience addressing questions in a spontaneous fashion. (05/16/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  The criterion was met on all parts of the rubric except 1 (used effective examples to support points). (09/25/2011)  <b>Notes:</b> Using examples and relying on notes too frequently during presentations were problem areas.</p>	<p><b>Actions:</b> Restructure presentation format to preclude the use of notes; Make example generation an explicit part of the presentation requirement. (09/25/2011)</p>
	<p><b>Embedded Course Assessment -</b>  Writing project in MGT 498 graded on a common rubric. This assignment is a comprehensive project in which students must write a paper that analyzes a situation and present findings.</p>	<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met  Fall 2014 Results: This goal was met in each of the assessed criteria. A strong majority scored 75% or higher in each of the subscales. The percentage of students who met the standard on each of the five criteria used in this assessment is provided below:</p>	<p><b>Actions:</b> Action Steps Fall 2014: Scores were consistent across the scales with the highest being in the Soundness of Positions and Quality of Solutions criteria. The in-class hypothesis writing</p>

Outcomes	Assessment Methods	Results	Actions						
	<p><b>Criterion:</b> 75% of the students will score a 3 or 4 on all areas of the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p>Soundness of Positions: 94 Comprehensiveness: 87 Organization: 84 Quality of Writing: 84 Quality of Solutions: 92</p> <p>Spring 2015 Results: This goal was met in all of the assessed criteria. The percentage of students who met the standard on each of the five criteria used in this assessment is provided below:</p> <p>Soundness of Positions: 93 Comprehensiveness: 94 Organization: 93 Quality of Writing: 94 Quality of Solutions: 100 (11/04/2015)</p>	<p>exercise introduced last year seems to be effective and we will continue with in Fall 2014 and Spring 2015. This year, we will focus on improving the overall organization of students’ professional writing through a proposal and draft submitting process.</p> <p>Action Steps Spring 2015: The scores this semester and last were higher than in the past. We feel this is due to the increased use of drafts whereby students were able to rewrite the paper assignment. We will continue with the hypothesis exercise described above as well as the first-draft assignments. The extra feedback given to students also seems to enhance writing quality. In Fall 2015 and Spring 2016, we will meet individually with teams to have a discussion of the strengths and weaknesses of their drafts as well as generate strategies to improve the clarity and precision of their written arguments. (11/04/2015)</p>						
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2013 Results: This goal was met in each of the assessed criteria. A strong majority scored 75% or higher in each of the subscales. The table below identifies the percentage of students who met the standard on each of the five criteria used in this assessment.</p> <table><tr><td>Subscales</td><td>% Meeting</td></tr><tr><td>Standard</td><td></td></tr><tr><td>Soundness of Positions</td><td>84</td></tr></table>	Subscales	% Meeting	Standard		Soundness of Positions	84	<p><b>Actions:</b> Action Steps Fall 2013: Although the goal was met in each of the measured criteria, the lowest scores were in the “Soundness of Positions” criterion. For the past couple of semesters students submitted 2 drafts of the final report, which improved the quality of the final product. In the spring 2014</p>
Subscales	% Meeting								
Standard									
Soundness of Positions	84								

Outcomes	Assessment Methods	Results	Actions														
		Comprehensiveness 100 Organization 100 Quality of Writing 92 Quality of Solutions 100	semester, we will focus on developing concise and directly written arguments. This will be accomplished through an in-class hypothesis writing exercise completed in advance of the submission of the first draft.														
		Spring 2014 Results: This goal was met in all but 2 of the assessed criteria. The table below identifies the percentage of students who met the standard on each of the five criteria used in this assessment. We did not achieve our goals in the “Quality of Writing” and “Soundness of Positions” criteria.	Action Steps Spring 2014: The scores this semester was a bit lower than in the past. This is perhaps due to the unprecedented poor weather that resulted in a high number of cancelled classes. The standard was not met in the “Soundness of Positions” and “Quality of Writing” criteria, and we were close to the goal levels in the other criteria. We will continue with the hypothesis exercise described above. In addition, students will be given an extra round of feedback on their literature review drafts with the ability to resubmit a corrected version of the paper for an improved grade on the assignment. This will hopefully reinforce the instruction given in class on constructing effective project reports. (11/04/2014)														
		<table><tr><th>Subscales</th><th>% Meeting</th></tr><tr><td>Standard</td><td></td></tr><tr><td>Soundness of Positions</td><td>71</td></tr><tr><td>Comprehensiveness</td><td>77</td></tr><tr><td>Organization</td><td>78</td></tr><tr><td>Quality of Writing</td><td>66</td></tr><tr><td>Quality of Solutions (10/28/2014)</td><td>82</td></tr></table>	Subscales	% Meeting	Standard		Soundness of Positions	71	Comprehensiveness	77	Organization	78	Quality of Writing	66	Quality of Solutions (10/28/2014)	82	
Subscales	% Meeting																
Standard																	
Soundness of Positions	71																
Comprehensiveness	77																
Organization	78																
Quality of Writing	66																
Quality of Solutions (10/28/2014)	82																
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2012: 90% of the students scored 80% or greater on each of the 5 subscales of the writing rubric. This goal was met. Although the goal was met in this area, students were observed to need assistance in integrating quantitative data into their papers as well as being consistent in the way they cite sources.	<b>Actions:</b> Action Steps (Fall 2012): We posted examples and a link to the APA OWL resource at Purdue University to assist students with formatting. In addition, we instituted a “draft” stage of the assignment whereby students would receive formative feedback														

Outcomes	Assessment Methods	Results	Actions
		<p>Fall 2013: 80% of the students scored 80% or greater on each of the 5 subscales of the writing rubric. This goal was met. Students did improve their citation formatting this semester, however, they still experience difficulty in writing about quantitative data. Students scored lowest in the ?organization? subscale, but they still exceeded our goal for this area. (10/11/2013)</p>	<p>on best practices to use when describing quantitative data as well as examples of the correct formatting to use when citing sources.</p> <p>Action Steps (Spring 2013): We will continue with the ?draft? process, but this semester we are requiring a re-submission of their papers whereby they will have a chance to respond to targeted feedback about their formatting, structure and ability to report quantitative data. (10/11/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Students scored 80% or higher on all aspects of the rubric except the items pertaining to use of references and organization. (11/14/2012)  <b>Notes:</b> Next semester we will implement a formal proposal to stress the importance of using APA formatting and to improve overall organization.</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  80% or more students scored 80% or higher on each of the areas of the rubric except the one that assessed the quality of written descriptions of remedies to managerial problems (74%). (05/16/2012)</p>	<p><b>Actions:</b> The course instructor will compose and distribute an instructional outline for students to follow when writing up the remedies section of their project reports. (05/16/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Student exceeded goals in all subscores except "Comprehensiveness" (75%) and "Organization" (79%). (09/27/2011)  <b>Notes:</b> The effective use of citations remains an issue as well as achieving expected content and overall paper organization.</p>	<p><b>Actions:</b> Students will be referred to campus resources at the library relating to effective formatting and extra time will be given to generating paper outlines to enhance organization. (09/27/2011)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Students will identify, explain and apply the appropriate business tools and processes necessary to develop, analyze and communicate information to inform managerial decision making. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> General Education Goal, Learning	<b>Directly Related to Outcome</b>	<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive This was not assessed in 2011 due to the retirement of the principal instructor for this course. (09/25/2011) <b>Notes:</b> The department discussed a need to revise the assessment methods for this area.	<b>Actions:</b> The department will implement the revised assessment for this course in Fall, 2011. (09/25/2011)
	<b>Embedded Course Assessment -</b> Production Case Study in MGT 341. Case study in which students analyze a production problem using statistical methods and technology and offer a viable solution. Graded with a common rubric. <b>Criterion:</b> 75% of students will score a 75% or higher. 60% of the students will score a 100%. <b>Schedule:</b> Every semester. <b>Related Documents:</b> <a href="#">MGT 341 Quantitative Analysis Indicator.docx</a>	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met Fall 2015 Results: Our goal was not met in this area. 75% or more of the students were able to provide correct answers to 4 out of the 6 subscales with students not meeting our goals in the “Project Network of Activities” and “Quality Control Chart” areas. A summary of the percentage of students scoring above 75% on the six subscales is provided below:  % Correctly answered in each sub scale of the assessment rubric:  <ul style="list-style-type: none"> <li>Supply chain management: 100</li> <li>Strategic Operational Dimensions: 82</li> <li>Demand Variation: 89</li> <li>Project Network of Activities: 71</li> <li>Quality Control Charts: 74</li> <li>Independent and Dependent Demand: 98</li> </ul> (06/06/2016)  <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Fall 2014 Results: Our goal was met for this criteria. 75% of students scored 100%; 87.5% of students scored at least 75% on the rubric.  Spring 2015 Results: We are currently developing a new assessment metric for this variable. We expect it to be implemented in Spring, 2016. (11/04/2015)	<b>Actions:</b> Action Steps Fall 2015:  <ol style="list-style-type: none"> <li>Provide correct answers to those who made mistakes.</li> <li>Reviewed the concepts, methods, and tools with comprehensive explanations.</li> <li>Gave them extra assignments to look into related business articles for the particular topics (project management, quality management, forecasting, etc.) to grasp the concepts more thoroughly. Special attention will be given to focusing on items relating to “Project Network of Activities” and “Quality Control Chart” areas.</li> </ol> (06/06/2016)  <b>Actions:</b> Action Steps Fall 2014:  <ul style="list-style-type: none"> <li>Give more examples of which categories of expense are one-time versus recurring.</li> <li>Explain where the “discounting” formula comes from ( to facilitate learning the formula).</li> <li>Emphasize how to compute production cost and sales revenue.</li> <li>Do more examples in class. Give more homework in this skill to ensure practice.</li> </ul>



Outcomes	Assessment Methods	Results	Actions
			<p>Since performance improvement has slowed despite the above tactics, a learning plateau seems to have been hit. We intend to revisit this assessment metric during the Spring, 2015/Fall 2015 semesters to adopt another indicator for this criteria.</p> <p>Action Steps Spring 2015: We are currently developing a new assessment metric for this variable. We expect it to be implemented in Spring, 2016. (11/04/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014 Results: 74% of students scored 100%; 86% of students scored at least 75%. Goal #1 was met for the third semester in a row. Goal #2 was met for the first time since it was raised. (10/28/2014)</p>	<p><b>Actions:</b> Action Steps Spring 2014:</p> <ul style="list-style-type: none"> <li>• Consider raising the goals again.</li> <li>• Either change the Indicator or continue with the following tactics:               <ul style="list-style-type: none"> <li>• Give more examples of which categories of expense are one-time versus recurring</li> <li>• Explain where the “discounting” formula comes from ( to facilitate learning the formula)</li> <li>• Emphasize how to compute production cost and sales revenue</li> <li>• Do more examples in class. Give more homework in this skill to ensure practice. (10/28/2014)</li> </ul> </li> </ul>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2013 Results: Performance – 73% of students scored 100%; 84.8% of students scored at least 75%. (09/16/2014)</p>	<p><b>Actions:</b> Action Steps:</p> <ul style="list-style-type: none"> <li>o After years of continuous improvement marked by rising goals and subsequent attainment, the process has hit a</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			<p>plateau.</p> <ul style="list-style-type: none"> <li>o Overall concern: Students either understand the concept or miss most of the concept – there is not much of a middle-ground.</li> <li>o Either change the Indicator or continue with the following tactics: <ul style="list-style-type: none"> <li>• Give more examples of which categories of expense are one-time versus recurring</li> <li>• Explain where the “discounting” formula comes from ( to facilitate learning the formula)</li> <li>• Emphasize how to compute production cost and sales revenue</li> <li>• Do more examples in class. Give more homework in this skill to ensure practice.</li> </ul> </li> </ul> <p>(09/16/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2012: 75% of students scored 100%; 84% of students scored at least 75%.</p> <p>Spring 2013: Mean Score: 95.34%; 100% scored 75Z% or better. (10/11/2013)</p>	<p><b>Actions:</b> Action Steps (Fall, 2012):</p> <ul style="list-style-type: none"> <li>? Overall concern: Students either understand the concept or miss most of the concept ? there is not much of a middle-ground.</li> <li>? Give more examples of which categories of expense are one-time versus recurring</li> <li>? Explain where the ? discounting? formula comes from ( to facilitate learning the formula)</li> <li>? Emphasize how to compute production cost and sales revenue</li> <li>? Do more examples in class. Give more homework in this skill to ensure practice.</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			<p>Action Items (Spring 2013): All students got the basic idea of six sigma quality (X-bar and R chart questions). Some students missed detailed steps, like how to decide the n, the sample size. Some students didn't know how to get or make mistakes when finding factors A2, D4, and D3 from the table. We will reinforce these concepts in future classes.</p> <p>(10/11/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  This was assessed using 2 rubrics. On the first, 72% of students scored 100%; 82.7% of students scored at least 75%. On the second rubric, 96.8% of the students scored 70% or better on the overall score, which meets performance standards. 3.2% of students (3 students out of 96) scored below 70% due to their absence. 2% of students, or 2 students out of 96, didn't do well for this quiz, getting 6.5 out of 8.</p> <p>(05/17/2012)</p>	<p><b>Actions:</b> Some additional assistance, like individual instruction, will be offered to these students. All students got basic idea of MRP process, but some students missed some detailed steps. There is improvement over time. The reason of improvement could be peer learning. students were given time to discuss the question in group and let them teach each other to reinforce the detailed process steps.</p> <p>In addition, the instructor will devote more time to group-based exercises.</p> <p>Additional action steps:</p> <ol style="list-style-type: none"> <li>1. Consider raising Goal #1 for next semester</li> <li>2. Give more examples of which categories of expense are one-time versus</li> </ol>

Outcomes	Assessment Methods	Results	Actions
			<p>recurring</p> <p>3. Explain where the ?discounting? formula comes from ( to facilitate learning the formula)</p> <p>4. Emphasize how to compute production cost and sales revenue</p> <p>(05/17/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>More than 75% of the students scored 75% or higher on the assessment. (09/25/2011)</p> <p><b>Notes:</b> Students need to enhance their knowledge of how to use the basic Operations Management theoretical models and processes, like quality models and MRP process, to solve business problems.</p>	<p><b>Actions:</b> Almost all students got the basic idea of the model/ process, but several students missed some details of the model/ process. We will give more classroom exercises and activities to emphasize those details. (09/25/2011)</p>
	<p><b>Common department examination -</b> Excel exam as part of the admission requirements for the management major.</p> <p><b>Criterion:</b> 100% of students pass the exam (80% or higher) to enter into the major.</p> <p><b>Schedule:</b> Every semester prior to declaring a major.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results: 100% of our students scored 80% or higher on the excel exam. (06/06/2016)</p>	<p><b>Actions:</b> Fall 2015 Action Plan: We have been discussing alternatives to the Excel test in our Undergraduate Program Committee and we have decided to continue with the test until we have completed our reaccreditation process and our internal program review. We expect to select an alternative to the Excel Exam by Spring, 2017. (06/06/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2014 Results: 100% of our students scored 80% or higher on the excel exam.</p> <p>Spring 2015 Results: 100% of our students scored 80% or higher on the excel exam. (11/04/2015)</p>	<p><b>Actions:</b> Fall 2014 Action Plan: We have been discussing alternatives to the Excel test in our Undergraduate Program Committee and we have decided to continue with the test until we have completed our reaccreditation process and our internal program review. We expect to select an alternative to</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>the Excel Exam by Spring, 2017.</p> <p>Spring 2015 Action Steps: We have been discussing alternatives to the Excel test in our Undergraduate Program Committee and we have decided to continue with the test until we have completed our reaccreditation process and our internal program review. We expect to select an alternative to the Excel Exam by Spring, 2017. (11/04/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014 Results: 100% of our students were able to pass the excel exam. (10/28/2014)</p>	<p><b>Actions:</b> Spring 2014 Action Steps: We have been discussing alternatives to the Excel test in our Undergraduate Program Committee and we have decided to continue with the test until we have completed our reaccreditation process and our internal program review. We expect to select an alternative to the Excel Exam by Spring, 2016. (10/28/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            100% of the students passed the exam during the Fall, 2013 semester. (09/17/2014)</p>	<p><b>Actions:</b> Although the exam has ben successful in providing an incentive for students to learn the fundamentals for Excel, the School of Business Undergraduate Program Committee is considering alternatives to the exam to better assess students' ability to use Excel as a decision making tool in complex organizational environments. This discussion is ongoing and the committee expects to pick an alternative by Fall, 2016. (09/17/2014)</p>

Outcomes	Assessment Methods	Results	Actions
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met The total number of students who passed the excel exam were 337 (100%) - included in this number are 288 students who needed 1 attempt, 43 students who needed 2 attempts, 5 students who needed 3 attempts, and 1 student who needed all 4 attempts. Average Score was 92.29% (10/22/2013)	<b>Actions:</b> This goal appears to be consistently met and the Undergraduate Program Committee is now considering alternative metrics to use to provide a more comprehensive measure of business tools and technology. (10/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met See Business Core for all results. (11/21/2012)	<b>Actions:</b> See Business Core for related action items. (11/21/2012)
<b>Team Effectiveness</b> - Students will explain and analyze group dynamics and team management concepts to effectively interact with others in team settings. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment -</b> Effectiveness of team rubric in MGT 431. Students rate each other as part of a team an offer feedback to improve team effectiveness. Students are in a consultative role whereby they make recommendations to improve the functioning of other teams. This is graded with a common rubric. <b>Criterion:</b> 75% of the students will score a 75% or higher on each part of the rubric. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Fall 2015 Results: The objective was met. The percentages of students scoring 80% or higher on each of the subscales is reported below:  Communication: 92 Contribution: 91 Cooperation: 97 Initiative: 92 Preparedness: 96 (06/06/2016)	<b>Actions:</b> Action Steps Fall 2015: Continue to refine our system for more frequent formal and informal evaluation of student performance. In addition, in Fall 2015 we set the goal of trying to replicate more accurately a team environment that students might find at work. To achieve these two objectives, we made two changes to the class format. First, we instituted the practice of team quizzes to give the students the opportunity to practice working together on smaller graded assignments before undertaking their large graded group project. The quizzes also gave provided another opportunity to evaluate their ability to apply class concepts to short real-world cases. The second practice we instituted was giving the students more time in class to work on projects and directly interact with me as they were doing so. Overall, we found this to be a

Outcomes	Assessment Methods	Results	Actions												
			more effective way to do teamwork in class and the student feedback was positive. We will continue to use these practices in future MGT 431 classes to reinforce these concepts. (06/06/2016)												
		<p><b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive Fall 2014 Results – This goal wasn’t measured in this course this semester. However, it was measured in 2 ways this year in MGT 499 and MGT 321.</p> <p>Spring 2015 Results: The faculty member teaching this class went on unexpected leave the third week of the semester and consequently, results were not collected in Spring 2015. However, it was measured in 2 ways this year in MGT 499 and MGT 321. (11/04/2015)</p>	<p><b>Actions:</b> Action Steps Fall 2014: This goal wasn’t measured in this course this semester. However, this goal was measured in 2 ways this year in MGT 499 and MGT 321.</p> <p>Action Steps Spring 2015: The faculty member teaching this class went on unexpected leave the third week of the semester and consequently, results were not collected in Spring 2015. However, this goal was measured in 2 ways this year in MGT 499 and MGT 321. (11/04/2015)</p>												
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2014 Results: A strong majority scored greater than 80% on each of the subscales as indicated by the table below.</p> <table><tr><td>Subscales</td><td>% Scoring 80 or above</td></tr><tr><td>Communication</td><td>78</td></tr><tr><td>Contribution</td><td>83</td></tr><tr><td>Cooperation</td><td>97</td></tr><tr><td>Initiative</td><td>79</td></tr><tr><td>Preparedness</td><td>86</td></tr></table> <p>(10/28/2014)</p>	Subscales	% Scoring 80 or above	Communication	78	Contribution	83	Cooperation	97	Initiative	79	Preparedness	86	<p><b>Actions:</b> Action Steps Spring 2014: Although our goal was met in Fall 2013 and Spring 2014, there continue to be students who received a D or worse on the final team evaluation. We will monitor those students who receive low scores at the midterm and coach them to work better with their teams, thereby reducing the gap between the high and low performers. (10/28/2014)</p>
Subscales	% Scoring 80 or above														
Communication	78														
Contribution	83														
Cooperation	97														
Initiative	79														
Preparedness	86														
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2013 Results: A strong majority scored greater than 80% on each of the subscales as indicated by the table</p>	<p><b>Actions:</b> Action Steps Fall 2013: Continue with the plan of giving students greater opportunity to</p>												

Outcomes	Assessment Methods	Results	Actions												
		<div>below.</div> <table><tr><td>Subscales</td><td>% Scoring 80 or above</td></tr><tr><td>Communication</td><td>98</td></tr><tr><td>Contribution</td><td>100</td></tr><tr><td>Cooperation</td><td>100</td></tr><tr><td>Initiative</td><td>100</td></tr><tr><td>Preparedness</td><td>98</td></tr></table> <div>(09/16/2014)</div>	Subscales	% Scoring 80 or above	Communication	98	Contribution	100	Cooperation	100	Initiative	100	Preparedness	98	<div>teach and reinforce these concepts to their peers. (09/16/2014)</div>
Subscales	% Scoring 80 or above														
Communication	98														
Contribution	100														
Cooperation	100														
Initiative	100														
Preparedness	98														
		<div><div><div><div><div><div>Reporting Period:</div><div>Prior to 2014 -2015</div></div><div>Result Type:</div><div>Criterion Met</div></div><div>Fall 2012: More than 75% of the students scored 75% or higher on each part of the rubric.</div><div>Spring 2013: Overall, 100% of those students passed the Teamwork Goal. (10/11/2013)</div></div></div></div>	<div><div><div>Actions:</div><div>Action Steps (Fall 2012) we raised the criteria used to determine goal attainment from 70% passing to 75%. Continue to reinforce concepts related to students' ability to assess and improve team effectiveness.</div></div><div>Action Steps (Spring 2013) Since our goal was easily met in the previous semester, we are raising the criteria used to determine goal attainment from 75% passing to 80%. (10/11/2013)</div></div>												
		<div><div><div><div><div><div>Reporting Period:</div><div>Prior to 2014 -2015</div></div><div>Result Type:</div><div>Criterion Met</div></div><div>More than 75% of the students scored 75% or higher on each part of the rubric. (05/24/2012)</div></div></div></div>													
		<div><div><div><div><div><div>Reporting Period:</div><div>Prior to 2014 -2015</div></div><div>Result Type:</div><div>Criterion Met</div></div><div>Overall, 91.7% of the students passed the Teamwork Goal on each part of the rubric. (09/25/2011)</div><div>Notes: The most common errors are general leniency in their numerical ratings along with a lack of constructive criticism in their written commentaries.</div></div></div></div>	<div><div><div>Actions:</div><div>Professor has begun providing extensive written feedback to the raters. Specifically, the professor will provide notes to all of the students regarding the quality of the feedback they typed for their teammates. This will hopefully improve the quality of the feedback delivered to the teams. (09/25/2011)</div></div></div>												



Outcomes	Assessment Methods	Results	Actions
	<p><b>Embedded Course Assessment -</b> Group output rubric in MGT 499. The major group deliverable is assessed by the professor to determine its degree of cohesiveness. This is graded by a common rubric.</p> <p><b>Criterion:</b> 75% of the students will score a 75% or higher on each part of the rubric.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results: Our goal was met for this item. More than 75% scored above 75% on each of the subscales as indicated by the table below:</p> <p>% Scoring 75% or above in each of the sub scales of the rubric:</p> <p>Organization: 87 Synergy: 92 Shared Participation: 93 Efficiency: 86 Deadline: 96 Synthesis: 84 (06/06/2016)</p>	<p><b>Actions:</b> Action Steps Fall 2015:</p> <ul style="list-style-type: none"> <li>• We will continue to provide students with a detailed paper outline and provide time for students to work on their teams during class. We will also emphasize our standards for synthesis and organization, which are the lowest scoring subscales of this assessment.</li> <li>• We will encourage more sharing and discussion among students as they complete their respective portions of the final project and other team assignments so that students are better able to synthesize knowledge from various disciplines. I also will require more careful copyediting of the final project report and other team assignments to ensure that relevant points are made efficiently. (06/06/2016)</li> </ul>
		<p><b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met</p> <p>Fall 2014 Results: Our goal was met for this item. The percentage of students who met our standard in each of the measured sub-scales is provided below:</p> <p>Organization: 80 Synergy: 80 Shared Participation: 70 Efficiency: 70 Deadline: 90 Synthesis: 80</p> <p>Spring 2015 Results: Our goal was met for this item. The percentage of students who met our standard in each of the</p>	<p><b>Actions:</b> Action Steps Fall 2014: Regular group self-performance evaluations helped identify problems in the group project report. Most groups report problems scheduling meeting time outside of class. For Winter 2014 and Spring 2015, project group sizes will be reduced.</p> <p>Action Steps Spring 2015: Small group size greatly reduced problems. We will continue with the self-performance evaluations</p>

Outcomes	Assessment Methods	Results	Actions														
		<p>measured sub-scales is provided below:</p> <p>Organization: 100 Synergy: 100 Shared Participation: 87 Efficiency: 87 Deadline: 100 Synthesis: 96 (11/04/2015)</p>	<p>in MGT 499 in Fall 2015 and monitor performance levels. (11/04/2015)</p>														
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2014 Results: More than 75% scored above 75% on each of the subscales as indicated by the table below:</p> <table><tr><th>Subscales</th><th>% Scoring 75 or Above</th></tr><tr><td>Organization</td><td>93</td></tr><tr><td>Synergy</td><td>86</td></tr><tr><td>Shared Participation</td><td>80</td></tr><tr><td>Efficiency</td><td>86</td></tr><tr><td>Deadline</td><td>100</td></tr><tr><td>Synthesis</td><td>80</td></tr></table> <p>(10/28/2014)</p>	Subscales	% Scoring 75 or Above	Organization	93	Synergy	86	Shared Participation	80	Efficiency	86	Deadline	100	Synthesis	80	<p><b>Actions:</b> Action Steps Spring 2014: The group self-evaluation tool was found to replicate AOL metrics and will be utilized as an instructional tool to reinforce group output expectations. We will also acquire group performance feedback from students at the end of the term. Our perception is some students decline to evaluate peers critically because their school career is days away from ending and they don't want to be involved in conflict resolution or jeopardize another students' graduation. Starting in Fall 2014, we will require group evaluations with the submission of each group assignment. (10/28/2014)</p>
Subscales	% Scoring 75 or Above																
Organization	93																
Synergy	86																
Shared Participation	80																
Efficiency	86																
Deadline	100																
Synthesis	80																
		<p><b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2013 Results: More than 75% scored above 75% on each of the subscales as indicated by the table below:</p> <table><tr><th>Subscales</th><th>% Scoring 75 or Above</th></tr><tr><td>Organization</td><td>85</td></tr><tr><td>Synergy</td><td>82</td></tr><tr><td>Shared Participation</td><td>77</td></tr><tr><td>Efficiency</td><td>81</td></tr><tr><td>Deadline</td><td>92</td></tr><tr><td>Synthesis</td><td>82</td></tr></table>	Subscales	% Scoring 75 or Above	Organization	85	Synergy	82	Shared Participation	77	Efficiency	81	Deadline	92	Synthesis	82	<p><b>Actions:</b> Action Plan Fall 2013: Group self-evaluation tool was assessed by students for validity. Analysis of results will be completed this spring. (09/16/2014)</p>
Subscales	% Scoring 75 or Above																
Organization	85																
Synergy	82																
Shared Participation	77																
Efficiency	81																
Deadline	92																
Synthesis	82																

Outcomes	Assessment Methods	Results	Actions
		(09/16/2014)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2012: Students scored 79% or higher on all criteria of the performance rubric. The goal was met.  Spring 2013: Students scored 84% or higher on all criteria of the performance rubric. The goal was met. (10/11/2013)	<b>Actions:</b> Action Step (Fall 2012): ? Require groups complete a self-assessment of their work to see if my evaluations for this learning outcome approximate theirs. ? Allocate class time for students to work in teams and provide students with tips to support high performing teams.  Action Step (Spring 2013): RE-construct group self-evaluation tool to better represent AOL metrics. (10/11/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Performance exceeded the criterion on only one part of the rubric (observance of deadlines). Each of the other subscales were below the criterion level.  Efficiency: 55% Observance of Deadlines: 100% Organization: 63% Overall Effectiveness: 72% Shared Participation: 40% Synergy: 58% Synthesis: 45% (05/24/2012)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met The criterion was met in all areas of the rubric except "efficiency," "synergy" and "synthesis" (09/25/2011) <b>Notes:</b> Students need more experience in compiling group reports that are well integrated.	<b>Actions:</b> Give groups more time in class to work on team building skills; give more direction in compiling group reports. (09/25/2011)
	<b>Embedded Course Assessment -</b> Effectiveness of team rubric in MGT 321. Students do a self assessment of their effectiveness in team	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Fall 2015 Results: The objective was met. 93.7% of	<b>Actions:</b> Action Steps Fall 2015: We have decided to raise the goal on this objective. The new goal

Outcomes	Assessment Methods	Results	Actions												
	settings and focus on their own improvement as a team member. This is graded by a common rubric. <b>Criterion:</b> 75% of the students will score a 75% or higher on each part of the rubric. <b>Schedule:</b> Every semester.	students scored 75% or higher on each of the following subscales: <ul style="list-style-type: none"><li>• Communication</li><li>• Contribution</li><li>• Cooperation</li><li>• Initiative</li><li>• Preparedness</li></ul> (06/07/2016)  <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Fall 2014 Results: The objective was met. 96.7% of students scored 75% or higher on each of the following subscales: <ul style="list-style-type: none"><li>o Communication</li><li>o Contribution</li><li>o Cooperation</li><li>o Initiative</li><li>o Preparedness</li></ul> Spring 2015 Results: The faculty member teaching this class went on unexpected leave the third week of the semester and consequently, results were not collected in Spring 2015. (11/04/2015)	will be that at least 80% of the class score 80% or higher on each of the 5 criterion areas. (06/07/2016)  <b>Actions:</b> Action Steps Fall 2014: We have consistently achieved this goal over the past few semesters. Therefore, the new threshold is for students to obtain at least an 80% or better on each criterion of the team evaluation. The new goal will be that at least 75% of the class score 80% or higher on the 5 criterion areas.  Action Steps Spring 2015: The faculty member teaching this class went on unexpected leave the third week of the semester and consequently, results were not collected in Spring 2015. (11/04/2015)												
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2014 Results: A strong majority scored greater than 80% on each of the subscales as indicated by the table below.  <table><tr><td>Subscales</td><td>% Scoring 80 or above</td></tr><tr><td>Communication</td><td>91</td></tr><tr><td>Contribution</td><td>94</td></tr><tr><td>Cooperation</td><td>97</td></tr><tr><td>Initiative</td><td>82</td></tr><tr><td>Preparedness</td><td>91</td></tr></table> (10/28/2014)  <b>Reporting Period:</b> Prior to 2014 -2015	Subscales	% Scoring 80 or above	Communication	91	Contribution	94	Cooperation	97	Initiative	82	Preparedness	91	<b>Actions:</b> Action Steps Spring 2014: Although the goals were met in Fall 2013 and Spring 2014, there continue to be students who receive a D or worse on the final team evaluation. We will monitor those students who receive low scores at the midterm and coach them to work better with their teams, thereby reducing the gap between the high and low performers. (10/28/2014)
Subscales	% Scoring 80 or above														
Communication	91														
Contribution	94														
Cooperation	97														
Initiative	82														
Preparedness	91														

Outcomes	Assessment Methods	Results	Actions												
		<p><b>Result Type:</b> Criterion Met</p> <p>Fall 2013 Results: A strong majority scored greater than 80% on each of the subscales as indicated by the table below.</p> <table><tr><td>Subscales</td><td>% Scoring 80 or above</td></tr><tr><td>Communication</td><td>86</td></tr><tr><td>Contribution</td><td>86</td></tr><tr><td>Cooperation</td><td>95</td></tr><tr><td>Initiative</td><td>95</td></tr><tr><td>Preparedness</td><td>100</td></tr></table> <p>(09/16/2014)</p>	Subscales	% Scoring 80 or above	Communication	86	Contribution	86	Cooperation	95	Initiative	95	Preparedness	100	<p><b>Actions:</b> Action Steps Fall 2013: Continue with the plan of promoting greater self-awareness of the “process” aspects of teams through peer feedback, which will continue to be integrated into class assignments. (09/16/2014)</p>
Subscales	% Scoring 80 or above														
Communication	86														
Contribution	86														
Cooperation	95														
Initiative	95														
Preparedness	100														
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2012: More than 75% of the students scored 75% or higher on each part of the rubric.</p> <p>Spring, 2013: Overall, 93.4% of those students passed the Teamwork Goal. (10/11/2013)</p>	<p><b>Actions:</b> Action Steps (Spring 2012): we raised the criteria used to determine goal attainment from 70% passing to 75%.</p> <p>Action Steps (Fall 2013): Since our goal was easily met in the previous semester, we are raising the criteria used to determine goal attainment from 75% passing to 80%. (10/11/2013)</p>												
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>90% of the students scored 75% or higher on the rubric. (11/14/2012)</p>	<p><b>Actions:</b> The goal for this criterion will be raised to 80% beginning in the Spring 2013 semester. (11/14/2012)</p>												
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>More than 75% of the students scored 75% or higher on each part of the rubric. (05/24/2012)</p>													
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>More than 75% (97%) of the students scored 75% or greater on the rubric. (09/25/2011)</p>	<p><b>Actions:</b> We have begun giving more information to the ratees. Specifically, we show a frequency distribution containing the team scores of all the students who have already taken the course. The point of presenting the</p>												

Outcomes	Assessment Methods	Results	Actions
			distribution is so the students can see where their team skills fall relative to other past and present WCU students. This provides the students with a goal toward which to work (e.g., attaining excellence or maintaining excellence) and enables them to self correct to a greater extent. (09/25/2011)
<p><b>Ethics</b> - Students will recognize ethical concerns and how they impact managerial decisions.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> General Education Goal, Learning</p>	<p><b>Embedded Course Assessment -</b> General Ethics Essay in MGT 313. Students are required to evaluate general ethical awareness as it relates to managerial decision making. This is graded by common constructs across all sections of the course.</p> <p><b>Criterion:</b> 75% of the students will score a 75% or higher on the essay.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>Fall 2015 Results: the goal was met with a strong majority (92%) of the students scoring above 75% on the essay rubric. (06/06/2016)</p>	<p><b>Actions:</b> Action steps Fall 2015:</p> <ul style="list-style-type: none"> <li>Students will do continue to do ONE short paper that is based on a corporate social audit of a business facing an ethical or legal issue. Based on feedback on the paper project, the students found the analysis somewhat confusing and challenging when asked to integrate macro-environmental issues. The paper project will be modified, then, to ask students to identify explicitly on how Business, Government, and Society were a part of the ethical or legal issue identified.</li> <li>The Corporate Governance SLO is assessed through a homework chapter question assignment that does not require much critical thinking. This SLO will be revised in the future by asking students to critically evaluate the Corporate Governance of a publicly owned company.</li> <li>The Ethics SLO is</li> </ul>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>assessed through a Discussion Post and uses a simple case study from the textbook. This SLO will be revised in the future by using a more difficult case study that provides more realistic 'hard' choices.</p> <ul style="list-style-type: none"> <li>Students will continue to do One minute papers. The one minute papers will be given at the end of each class to ensure that ALL of the students have a sound understanding of the chapter before we move on to new material. This activity will ensure that weaker students are not left behind.</li> <li>For future iterations, the presentation/discussion of a complete chapter on Corporate Governance will be employed to better inform the discussion. (06/06/2016)</li> </ul>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            Fall 2014 Results: The goal was met with a strong majority (88%) of the students scoring above 75% on the essay rubric.</p> <p>Spring 2015 Results: The goal was met with 85% of the assessed students scoring above 70% in this subscale. Almost all scores were in the 70-90 range.</p> <p>(11/04/2015)</p>	<p><b>Actions:</b> Action steps Fall 2014: Similar to the other 2 constructs measured as the 3 sub-scales of ethical decision making (general ethics, social responsibility and governance), we will continue to refine our system for more frequent formal and informal evaluation of student performance. To this end, we have put various systems in place including "module checkouts" at the end of each topic area in MGT 313. The checkouts ask students to comment on three things: 1)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>something new they learned; 2) something they are still unsure or confused about; 3) something they learned that is useful to them right now. In addition, we give students a data sheet at the start of the semester in which I ask them how they feel about various tasks like writing, research, speaking in class and team-work. We will then do a frequency analysis and provide coaching in class based on the results. We will continue to monitor this outcome and consider additional assessment techniques.</p> <p>Acton steps Spring 2015: Similar to the other 2 constructs measured as the 3 sub-scales of ethical decision making (general ethics, social responsibility and governance) in MGT 313, we decided to eliminate one major paper project in this class. Instead, students will do ONE short paper in Fall 2015 that is based on a corporate social audit plus a TED-style talk. This will help students focus more narrowly on a specific Learning Objective, while cultivating good citizenship skills. Additional actions implemented in Fall 2015 include:</p> <ul style="list-style-type: none"> <li>• Modified quizzes. Previously, students could take a chapter quiz twice and receive the highest grade. However, the quizzes were timed and the correct answers were not given. Students did not perform to their</li> </ul>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>expectations on the quizzes. Now, students will now be able to take the quizzes an unlimited number of times for one week (and prior to a group/class discussion over the chapter). This will provide motivation and opportunity for students to familiarize themselves with the material.</p> <ul style="list-style-type: none"> <li>• Less lecture, more group interaction. We have formatted the class to have weekly group discussions over specific topics that relate to the chapter. Students will take turns summarizing the group discussion weekly.</li> <li>• One minute papers. The one minute papers will be given at the end of each class to ensure that ALL of the students have a sound understanding of the chapter before we move on to new material. This activity will ensure that weaker students are not left behind. (11/04/2015)</li> </ul>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014 Results: A strong majority (90%) of the students scored above 70% in this subscale. Although the goal was met, the scores are lower than last semester. Almost all scores were in the 70-90 range with none over 90 and very few below 70. (10/28/2014)</p>	<p><b>Actions:</b> Action steps Spring 2014: Scores in the Ethics subscale decreased from last semester, although the goal was still met. In the past few semesters, we have integrated more practical/realistic scenarios into course instruction. In addition, enhanced classroom discussion of contemporary case examples have been used. For fall, 2014, we are going to spend extra time reinforcing the models/tools students need to critically evaluate ethics in</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>decision making as well as work with students through written assignments to be able to articulate these critiques. We also want to increase the frequency of assessments to check student progress along the way. This will be completed through weekly homework assignments that require students to apply class concepts to real cases before they write papers. We will also monitor this semester's scores to see if the downward trend continues, or if it is a one-time event. (10/28/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2013 Results: A strong majority (98%) of the students scored above 90% with nearly all scoring above 75%. The distribution was positively skewed indicating students were consistent in their scores. (09/16/2014)</p>	<p><b>Actions:</b> Action steps Fall 2013: Similar to the other 2 constructs measured as sub-scales of ethical decision making, instructors will continue integrating more practical/realistic scenarios into course instruction. In addition, enhanced classroom discussion of contemporary case examples will be used to improve students' ability to address problems through multiple perspectives and provide students with a greater opportunity to apply critical thinking techniques to problem analysis. (09/16/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2012: More than 75% of the students scored more than 75% on the scoring rubric for this item. The goal was met.             Spring 2013: More than 75% of the students scored more than 75% on the scoring rubric for this item. The goal was</p>	<p><b>Actions:</b> Action steps (2012): Although the goal was met, there was concern expressed that students would be able to apply these concepts to decision making in business environments. To reinforce this, we are going to</p>

Outcomes	Assessment Methods	Results	Actions
		met. (10/11/2013)	continue to emphasize the context of managerial decision-making and increase the number of case examples used in class.  Action Steps (2013): Although our goal continues to be met, we are concerned with issues relating to retention. It is our belief that by increasing the different scenarios in which students perform ethical analyses and adjust their decision making accordingly, they will increase retention beyond graduation. We will increase the frequency of these analyses in our classes to facilitate greater retention of information. (10/11/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 92% scored 75% or higher on the essay. (11/20/2012)	<b>Actions:</b> Focus on retention of concepts by implementing additional case examples into the class discussion starting Spring 2013. (11/20/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met More than 75% of the students scored 75% or higher on the essay. (11/14/2012)	<b>Actions:</b> A concern was raised about retention issues. Additional cases/scenarios will be used in class to reinforce these concepts. (11/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met More than 75% of the students scored 75% or higher on the essay. The breakdown of compliance with the performance criterion is as follows:	
		Corporate Governance 94% Ethics 96% Social Responsibility 97% (05/24/2012)	

Outcomes	Assessment Methods	Results	Actions
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 93% of the students scored 75% or higher on the essay. (09/25/2011) <b>Notes:</b> Needs improvement in retention of information; ability to apply concepts to a variety of business scenarios.	<b>Actions:</b> Increase goal to 80% of students will score 75% or higher on rubric; continue to reinforce topics in courses through a greater use of real life examples to illustrate the points. Integrate faculty research into the course (ex. Debit card exercise). (09/25/2011)
	<b>Embedded Course Assessment -</b> Corporate Social Responsibility Ethics Essay in MGT 313. Students are required to evaluate social responsibility as it relates to ethical concerns in business practice. This is graded by common constructs across all sections of the course. <b>Criterion:</b> 75% of the students will score a 75% or higher on the essay. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met Fall 2015 Results: This goal was met with 93% of the students scoring above 75% on the social responsibility rubric. (06/06/2016)	<b>Actions:</b> Action steps Fall 2015: <ul style="list-style-type: none"> <li>Students will do continue to do ONE short paper that is based on a corporate social audit of a business facing an ethical or legal issue. Based on feedback on the paper project, the students found the analysis somewhat confusing and challenging when asked to integrate macro-environmental issues. The paper project will be modified, then, to ask students to identify explicitly on how Business, Government, and Society were a part of the ethical or legal issue identified.</li> <li>The Corporate Governance SLO is assessed through a homework chapter question assignment that does not require much critical thinking. This SLO will be revised in the future by asking students to critically evaluate the Corporate Governance of a publicly owned company.</li> <li>The Ethics SLO is</li> </ul>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>assessed through a Discussion Post and uses a simple case study from the textbook. This SLO will be revised in the future by using a more difficult case study that provides more realistic 'hard' choices.</p> <ul style="list-style-type: none"> <li>Students will continue to do One minute papers. The one minute papers will be given at the end of each class to ensure that ALL of the students have a sound understanding of the chapter before we move on to new material. This activity will ensure that weaker students are not left behind.</li> <li>For future iterations, the presentation/discussion of a complete chapter on Corporate Governance will be employed to better inform the discussion. (06/06/2016)</li> </ul>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            Fall 2014 Results: This goal was met with 77% of the students scoring above 75% on the social responsibility rubric. The distribution was bimodal, however, with a substantial number performing below targeted areas.</p> <p>Spring 2015 Results: This goal was not met with 72% of the students scoring above 75% on the social responsibility rubric. Similar to last semester, the distribution was bimodal, with a substantial number performing below targeted areas. (11/04/2015)</p>	<p><b>Actions:</b> Action steps Fall 2014: Similar to the other 2 constructs measured as the 3 sub-scales of ethical decision making (general ethics, social responsibility and governance), we will continue to refine our system for more frequent formal and informal evaluation of student performance. To this end, we have put various systems in place including "module checkouts" at the end of each topic area. The checkouts ask students to comment on three things: 1)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>something new they learned; 2) something they are still unsure or confused about; 3) something they learned that is useful to them right now. In addition, we give students a data sheet at the start of the semester in which I ask them how they feel about various tasks like writing, research, speaking in class and team-work. We will then do a frequency analysis and provide coaching in class based on the results.</p> <p>Acton steps Spring 2015: Similar to the other 2 constructs measured as the 3 sub-scales of ethical decision making (general ethics, social responsibility and governance), we decided to eliminate one major paper project in this class. Instead, students will do ONE short paper that is based on a corporate social audit plus a TED-style talk. This will help students focus more narrowly on a specific Learning Objective, while cultivating good citizenship skills.</p> <ul style="list-style-type: none"> <li>• Modified quizzes. Previously, students could take a chapter quiz twice and receive the highest grade. However, the quizzes were timed and the correct answers were not given. Students did not perform to their expectations on the quizzes. Now, students will now be able to take the quizzes an unlimited number of times for one week (and prior to a group/class discussion over</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			<p>the chapter). This will provide motivation and opportunity for students to familiarize themselves with the material.</p> <ul style="list-style-type: none"> <li>• Less lecture, more group interaction. We have formatted the class to have weekly group discussions over specific topics that relate to the chapter. Students will take turns summarizing the group discussion weekly.</li> <li>• One minute papers. The one minute papers will be given at the end of each class to ensure that ALL of the students have a sound understanding of the chapter before we move on to new material. This activity will ensure that weaker students are not left behind.</li> </ul> <p>(11/04/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014 Results: A strong majority (92%) of the students scored above 70% in this criterion. Approximately 55% of the scores were in the 70-90 range with almost 35% scoring over 90. (10/28/2014)</p>	<p><b>Actions:</b> Action steps Spring 2014: Scores in the “Social Responsibility” subscale was consistent with past semesters. Over the past few semesters, we have integrated more practical/realistic scenarios into course instruction. In addition, enhanced classroom discussion of contemporary case examples have been used. For fall, 2014, we are going to spend extra time reinforcing the models/tools students need to critically evaluate the assets and liabilities of social responsibility as a means to increase organizational effectiveness. In addition, we want to increase the</p>

Outcomes	Assessment Methods	Results	Actions
			<p>frequency of assessments to check student progress along the way. This will be completed through weekly homework assignments that require students to apply class concepts to real cases before they write papers. (10/28/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2013 Results: A strong majority (97%) of the students scored above 90% with nearly all scoring above 75%. The distribution was positively skewed indicating students were consistent in their scores. (09/16/2014)</p>	<p><b>Actions:</b> Action steps Fall 2013: Similar to the other 2 constructs measured as sub-scales of ethical decision making, instructors will continue integrating more practical/realistic scenarios into course instruction. In addition, enhanced classroom discussion of contemporary case examples will be used to improve students' ability to address problems through multiple perspectives and provide students with a greater opportunity to apply critical thinking techniques to problem analysis. (09/16/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Fall 2012: More than 75% of the students scored more than 75% on the scoring rubric for this item. The goal was met.             Spring 2013: More than 75% of the students scored more than 75% on the scoring rubric for this item. The goal was met. (10/11/2013)</p>	<p><b>Actions:</b> Action steps (2012): Although the goal was met, there was concern expressed that students would be able to apply these concepts to decision making in business environments. To reinforce this, we are going to continue to emphasize the context of managerial decision-making and increase the number of case examples used in class.</p> <p>Action Steps (2013): Although our goal continues to be met, we are concerned with issues relating to retention. It is our belief that by</p>



Outcomes	Assessment Methods	Results	Actions
			<p>increasing the different scenarios in which students perform ethical analyses and adjust their decision making accordingly, they will increase retention beyond graduation. We will increase the frequency of these analyses in our classes to facilitate greater retention of information. (10/11/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            97% scored 75% or higher in the essay. (11/20/2012)</p>	<p><b>Actions:</b> Focus more on retention of content by providing more case examples in class discussion starting in Spring 2013. (11/20/2012)</p>
	<p><b>Embedded Course Assessment -</b>            Corporate Governance Ethics Essay in MGT 313. Students are required to evaluate the awareness of the role of corporate governance in organizations. This is graded by common constructs across all sections of the course.  <b>Criterion:</b> 75% of the students will score a 75% or higher on the essay.  <b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Met            Fall 2015 Results: This objective was met with 93% of the students scoring above 75%.            (06/06/2016)</p>	<p><b>Actions:</b> Action steps Fall 2015:</p> <ul style="list-style-type: none"> <li>Students will do continue to do ONE short paper that is based on a corporate social audit of a business facing an ethical or legal issue. Based on feedback on the paper project, the students found the analysis somewhat confusing and challenging when asked to integrate macro-environmental issues. The paper project will be modified, then, to ask students to identify explicitly on how Business, Government, and Society were a part of the ethical or legal issue identified.</li> <li>The Corporate Governance SLO is assessed through a homework chapter question assignment that does not require much critical thinking. This SLO will be revised in the</li> </ul>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>future by asking students to critically evaluate the Corporate Governance of a publicly owned company.</p> <ul style="list-style-type: none"> <li>• The Ethics SLO is assessed through a Discussion Post and uses a simple case study from the textbook. This SLO will be revised in the future by using a more difficult case study that provides more realistic 'hard' choices.</li> <li>• Students will continue to do One minute papers. The one minute papers will be given at the end of each class to ensure that ALL of the students have a sound understanding of the chapter before we move on to new material. This activity will ensure that weaker students are not left behind.</li> <li>• For future iterations, the presentation/discussion of a complete chapter on Corporate Governance will be employed to better inform the discussion. (06/06/2016)</li> </ul>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            Fall 2014 Results: This objective was not met with 48% of the students scoring above 75%.             Spring 2015 Results: Although somewhat improved as compared to last semester, this objective was not met with 71% of the students scoring above 75% in this subscale. (11/04/2015)</p>	<p><b>Actions:</b> Action steps Fall 2014: Similar to the other 2 constructs measured as the 3 sub-scales of ethical decision making (general ethics, social responsibility and governance), we will continue to refine our system for more frequent formal and informal evaluation of student</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>performance. To this end, we have put various systems in place including "module checkouts" at the end of each topic area. The checkouts ask students to comment on three things: 1) something new they learned; 2) something they are still unsure or confused about; 3) something they learned that is useful to them right now. In addition, we give students a data sheet at the start of the semester in which I ask them how they feel about various tasks like writing, research, speaking in class and team-work. We will then do a frequency analysis and provide coaching in class based on the results.</p> <p>Acton steps Spring 2015: Similar to the other 2 constructs measured as the 3 sub-scales of ethical decision making (general ethics, social responsibility and governance), we decided to eliminate one major paper project in this class. Instead, students will do ONE short paper that is based on a corporate social audit plus a TED-style talk. This will help students focus more narrowly on a specific Learning Objective, while cultivating good citizenship skills.</p> <ul style="list-style-type: none"> <li>• Modified quizzes. Previously, students could take a chapter quiz twice and receive the highest grade. However, the quizzes were timed and the correct answers were not given.</li> </ul>

Outcomes	Assessment Methods	Results	Actions
			<p>Students did not perform to their expectations on the quizzes. Now, students will now be able to take the quizzes an unlimited number of times for one week (and prior to a group/class discussion over the chapter). This will provide motivation and opportunity for students to familiarize themselves with the material.</p> <ul style="list-style-type: none"> <li>• Less lecture, more group interaction. We have formatted the class to have weekly group discussions over specific topics that relate to the chapter. Students will take turns summarizing the group discussion weekly.</li> <li>• One minute papers. The one minute papers will be given at the end of each class to ensure that ALL of the students have a sound understanding of the chapter before we move on to new material. This activity will ensure that weaker students are not left behind. (11/04/2015)</li> </ul>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Spring 2014 Results: A strong majority (91%) of the students scored above 70% in this subscale. Almost all scores were in the 70-90 range with none over 90 and very few below 70. (10/28/2014)</p>	<p><b>Actions:</b> Action steps Spring 2014: Scores in the Corporate Governance subscale was similar to last semester. In the past few semesters, we have integrated more practical/realistic scenarios into course instruction. In addition, enhanced classroom discussion of contemporary case examples have been used. For fall, 2014, we are going to spend extra time reinforcing the models/tools students need to</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			critically evaluate ethics dilemmas in corporate governance as well as work with students through written assignments to be able to articulate these critiques. We also want to increase the frequency of assessments to check student progress along the way. This will be completed through weekly homework assignments that require students to apply class concepts to real cases before they write papers. (10/28/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2013 Results: A strong majority (95%) of the students scored above 90% with nearly all scoring above 75%. (09/16/2014)	<b>Actions:</b> Action steps Fall 2013: Similar to the other 2 constructs measured as sub-scales of ethical decision making, instructors will continue integrating more practical/realistic scenarios into course instruction. In addition, enhanced classroom discussion of contemporary case examples will be used to improve students' ability to address problems through multiple perspectives and provide students with a greater opportunity to apply critical thinking techniques to problem analysis. (09/16/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2012: More than 75% of the students scored more than 75% on the scoring rubric for this item. The goal was met.  Spring 2013: More than 75% of the students scored more than 75% on the scoring rubric for this item. The goal was met. (10/11/2013)	<b>Actions:</b> Action steps (2012): Although the goal was met, there was concern expressed that students would be able to apply these concepts to decision making in business environments. To reinforce this, we are going to continue to emphasize the context of managerial decision-making and increase the number

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			<p>of case examples used in class.</p> <p>Action Steps (2013): Although our goal continues to be met, we are concerned with issues relating to retention. It is our belief that by increasing the different scenarios in which students perform ethical analyses and adjust their decision making accordingly, they will increase retention beyond graduation. We will increase the frequency of these analyses in our classes to facilitate greater retention of information. (10/11/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  84% Scored 75% or more on the essay. (11/20/2012)</p>	<p><b>Actions:</b> Focus more on retention of content by implementing more case examples in class discussion starting in Spring 2013. (11/20/2012)</p>

# Assessment: Assessment Unit Four Column

## CBPA Program: Marketing BS

**Mission Statement:** The Mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School will: provide high-value business programs at the undergraduate and graduate level; foster student development through multidisciplinary education, scholarship and experiential learning; work with regional businesses and nonprofits to continuously impact pedagogy and business practices through relevant research and other professional activities.

**Student Learning Assessment Plan Narrative :** Fall 2012: In setting assessment goals, the Marketing Department strives to achieve a super majority with 75% of students passing in essential areas vs. a simple majority of only 51%. This 75% figure is supported by the Middle States Commission on Higher Education which employs the Goal Inventory developed by the Pew Charitable Trust and the Ford Foundation\* in which an "Essential Goal" is defined as "a goal you always/nearly always try to achieve 76% to 100% of the time." (Source: page 23, Student Learning Assessment [http://www.msche.org/publications/SLA\\_Book\\_0808080728085320.pdf](http://www.msche.org/publications/SLA_Book_0808080728085320.pdf)). Additionally, we aim for continuous improvement, and have raised the bar to a higher pass rate (for instance, 80%) in some areas where our students have consistently met the 75% hurdle. An initial minimum passing grade of 75 is set for each goal, since for all business courses students must achieve a grade of "C" or better. This is consistent with AACSB standards. Students are assessed in every semester in the appropriate courses. No sampling occurs.

Assurance of learning at the undergraduate core level is completed by the Undergraduate Program Committee. Since the core comprises classes across the four departments, the committee is responsible for assurance of learning activities that occur in any of those common classes. For Marketing major courses that are not part of the core, department faculty meet each semester to review results from the prior semester, to evaluate progress, and to identify relevant changes. All rubrics are developed in compliance with AACSB standards and with reference to Middle States examples. All rubrics and individual student scores on the rubrics are loaded into Sedona each semester.

The Department of Marketing has made both course and programmatic changes as a result of assurance of learning results. Standardized assignments are being used in two marketing courses to capture better data and reinforce ethical concerns. The Business and Society course was added as a required course to provide greater coverage of ethical issues. A marketing plan was added to the senior course which requires the introduction of a new product into a non-U.S. country. This requires that students must demonstrate the ability to acquire, analyze, and present specific data for the country. A video presentation has been prepared to emphasize appropriate techniques for presenting logical justifications for marketing decisions. The department recently revised the curriculum to give greater exposure to international concepts through the use of electives. This change also provided students with more in-depth study in the elective areas thus providing for greater use of research, technology, and communications skills with the more detailed topics.

**Student Learning Outcome Rotation Schedule:** Annually

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<b>Strategy and Tactics</b> - Students should identify and apply basic models of strategy and tactics to marketing situations. <b>Outcome Status:</b> Inactive <b>Outcome Type:</b> Learning			

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p><b>Ethics</b> - Students will recognize ethical concerns and how they impact marketing decisions.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> General Education Goal, Learning</p>	<p><b>Embedded Course Assessment</b> - In MKT 250 (Principles of Marketing ) students are exposed to an ethical marketing situation (bribe in sales). Students must respond to the situation individually and in writing.</p> <p><b>Criterion:</b> 75% of the students will refuse to offer or take the bribe in the hypothetical sales situation.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>(Fall 2015): There were 188 students taking the assessment in Fall 2015. The available results indicate that 86% of the students taking the assessment in Fall 2015 answered the question correctly. The criterion was met in Fall 2015. (04/21/2016)</p>	<p><b>Actions:</b> (Spring 2016): The standard was met in Fall 2015. Faculty will continue using this measure and monitor results in Spring 2016. Faculty will emphasize the concepts of marketing ethics in Spring 2016. The AOL committee in the department will monitor this AOL measure in Spring 2016 as faculty suggested previously. (04/21/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Results (Spring 2015): There were 250 students taking the assessment in Spring 2015. The results indicate that 70% of the students taking the assessment in Spring 2015 answered the question correctly. The criterion was not met in Spring 2015. (09/28/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">Spring 2015 MKT325 Ethics-Assignment.docx</a></p>	<p><b>Actions:</b> (Fall 2015): The standard was not met in Spring 2015. Faculty will emphasize the concepts of ethics and the rubrics of this assessment in Fall 2015. Faculty will continue using this measure and monitor results in Spring 2015. The AOL committee in the department will also review this measure as faculty suggested in previous semester. (09/28/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Results (Fall 2014): There were 135 students taking the assessment in Fall 2014. Available information indicates that 80.7% of the students taking the assessment in Fall 2014 answered the question correctly. The criterion has been met. (03/26/2015)</p>	<p><b>Actions:</b> The standard has been met. Faculty will continue to emphasize the rubrics of this assessment in Spring 2015. Faculty will continue to use this measure and monitor results in Spring 2015. Faculty suggests developing a new measure to replace with this assessment as the current measure might be out-of-dated. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Results (Spring 2014): Available information indicates that 87% of the students taking the assessment in Spring 2014</p>	<p><b>Actions:</b> There has been continuing improvement in student performance in this assessment. The standard has</p>



Outcomes	Assessment Methods	Results	Actions
		answered the question correctly. The criterion has been met. (10/17/2014)	been met. Faculty will continue to emphasize the key concepts in Fall 2014. Faculty will use the same measure and monitor results in Fall 2014. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013) There has continuing improvement in student performance. Available information indicates that 75% of the students taking the bribe question in Fall 2013 answered the question correctly. The standard has been met. (03/27/2014)	<b>Actions:</b> The standard has been met. Faculty will continue using the same measure and monitor results in Spring 2014. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013): There has been continuing improvement in student performance. Available information indicates that 75.8% of the students answering the bribe question in Spring 2013 answered the question correctly. The standard has been met. (10/14/2013) <b>Notes:</b> Faculty will continue to monitor results.	<b>Actions:</b> Faculty will continue to monitor results. (10/14/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met There has continuing improvement in student performance. Available information indicates that 69% of the students taking the bribe question in Fall 2012 answered the question correctly. This is an improvement of 2%. However, the increased 75% standard has not been met. Faculty have also tested a new rubric and have submitted course information to the Sedona system for record keeping purposes. (04/22/2013)	<b>Actions:</b> Faculty are coordinating when this item is tested during the semester, and how it is taught. They will continue to refine the rubric and aim for continuous improvement as evidenced during the previous two semesters. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met There has been a marked improvement in student performance. 139 of 208 students (67%) taking the bribe question in Spring 2012 answered the question correctly. This is an improvement of 18%. However, the 70% standard has not been met. (10/10/2012)	<b>Actions:</b> Faculty have set a series of face to face and electronic meetings to finalize the process for testing a new instrument and rubric for implementation in all sections in Spring 2013. During Fall 2012 faculty will test the rubric in class. Faculty also are working to coordinate when this

Outcomes	Assessment Methods	Results	Actions
			<p>item is tested during the semester, and how it is taught. Faculty agreed that students should be exposed to the ethical rules governing marketing situations before they are tested on the concepts, in order to avoid testing what the students knew before the course began. (10/10/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            49% of the students correctly answered the bribe question. In one large section only 10% of 93 students correctly answered the question. In all other sections students met the standard. (03/14/2012)</p>	<p><b>Actions:</b> Faculty are currently reviewing the rubric and will develop and pilot a new instrument in summer and fall 2012. Faculty will reinforce and emphasize ethical issues and coordinate across sections. (03/14/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met            Spring 2011            45% of the students (58/129) indicated that they would pay the bribe and only 16.3% of the student's rejected paying the bribe outright. An additional 29.5% used a stalling tactic and 9.3% rejected the bribe, but indicated that other (similar) arrangements could be made. Overall, 45.7% did not agree to a bribe, while 54.3% indicated they would or might. (06/18/2011)</p>	<p><b>Actions:</b> The faculty discussed the prior results and determined to reinforce the ethical behavior of decision making surrounding bribes. There is some concern about the instrument. Faculty will reevaluate the efficacy of the instrument during Fall 2011 and rewrite if appropriate by Spring 2012. (09/20/2011)</p>
	<p><b>Embedded Course Assessment -</b> In MKT 340 (Personal Selling) students are exposed to an ethical marketing situation through role playing. Students must respond as part of the role play as well as in a formal written memo regarding their decision.</p> <p><b>Criterion:</b> 75% of the students will correctly answer the bribe question in MKT 340. 75% of the students will</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Result Type:</b> Criterion Met            (Fall 2015): There were 101 students enrolled in MKT340 in Fall 2015. The results indicate that 100 % of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. The criterion has been met in Fall 2015. (04/21/2016)</p>	<p><b>Actions:</b> (Spring 2016): Students met the goal in Fall 2015. Faculty will continue using this measure and monitor results in Spring 2016. Also, faculty will continue to emphasize business ethics in MKT340 in Spring 2016. (04/21/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> (Fall 2015): Students met the goal in Spring 2015 . The</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	list at least three appropriate consequences positive and negative of their choice. <b>Schedule:</b> Every semester.	Results (Spring 2015): There were 107 students enrolled in MKT340 in Spring 2015. The results indicate that 91 % of the students who completed the assignment scored a 75% or higher on the assignment. The criterion has been met in Spring 2015. (09/30/2015) <b>Related Documents:</b> <a href="#">Ethics Assignment - MKT340 Spring 2015.docx</a>	results are consistent with previous results. Faculty will continue to emphasize business ethics in MKT340 and monitor results in Fall 2015. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): The results indicate that 90.3 % of the students who completed this assignment scored a 75% or higher on the assignment. The criterion has been met. (03/26/2015)	<b>Actions:</b> Students are meeting the standard. There has been continuing improvement in student performance in this assessment. Faculty will continue to emphasize business ethics in MKT340 and monitor results in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): The results indicate that 88.5 % of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. The criterion has been met. (10/17/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to emphasize business ethics in MKT340 and monitor results in Fall 2014. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): The results indicate that 65% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. Standard has been met. (03/27/2014)	<b>Actions:</b> A new adjunct professor was teaching this course in Fall 2013. The standard was not met in Fall 2013. However, in the previous semester, the standard was met. Faculty will monitor the process and the results closely in Spring 2014 . (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013): 90% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. Standard was met. (10/10/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor the results. (10/10/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 92% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment.	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (04/22/2013)

Outcomes	Assessment Methods	Results	Actions
		Standard met. (04/22/2013)	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 90% of the 58 students in MKT 340 correctly answered the bribe question. Standard met. (10/10/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty are exploring a standardized rubric for this item for piloting. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 76% of the students correctly answered the bribe question. Standard met. (03/14/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012. (03/14/2012)
			<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012. (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Spring 2011 In the personal selling scenario, 74% of the students (26/35) rejected paying the bribe, an additional 6% used a stalling tactic, and 20% accepted the offer to pay. Only 51% identified the ethical concerns present in this situation, while 49% did not. (06/18/2011)	<b>Actions:</b> The faculty discussed the prior results and determined to reinforce the ethical behavior of decision making surrounding bribes. There is some concern about the instrument. Faculty will reevaluate the efficacy of the instrument during Fall 2011 and rewrite if appropriate by Spring 2012. (09/20/2011)
	<b>Embedded Course Assessment - A</b> question on the department knowledge exam dealing with ethics will be given to students in MKT425. <b>Criterion:</b> 75% of the students will correctly answer the ethical question correctly. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met (Fall 2015): About 55% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. The criterion was not met in Fall 2015. (04/21/2016)	<b>Actions:</b> (Spring 2016): The standard was not met in Fall 2015. In Spring 2016, faculty will continue using the same measure and emphasize the concepts of business ethics. The faculty will monitor the results in Spring 2016. (04/21/2016)
		<b>Reporting Period:</b> 2014-2015	<b>Actions:</b> (Fall 2015): The

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p><b>Result Type:</b> Criterion Not Met  (Spring 2015): 68% of the students who completed the assignment scored a 75% or higher on the assignment. The criterion was not met in Spring 2015. (09/30/2015)</p>	<p>standard was not met in Spring 2015. Faculty suggests reviewing the measure. The AOL committee in the department will review the measure in Fall 2015. In Fall 2015, Faculty will continue using the same measure and emphasize the concepts of business ethics in Fall 2015. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met  Results (Fall 2014): 51.1% of the students who completed the assignment scored a 75% or higher on the assignment. The criterion was not met. (03/26/2015)</p>	<p><b>Actions:</b> The standard was not met in Fall 2014. Faculty suggests emphasizing the concepts and examples of business ethics in Spring 2015. Also, faculty suggests moving this question to the beginning of the knowledge exam in Spring 2015. So students might be aware of the importance of business ethics and pay more attention to the ethics question. Faculty will continue using the same measure and monitor the assessment results in Spring 2015. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Results (Spring 2014): 58% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. The criterion was not met. (10/17/2014)</p>	<p><b>Actions:</b> The ethics question was placed at the end of knowledge exam. Faculty suggests moving this question to the beginning of the knowledge exam in Fall 2014, so students might pay more attention to the ethics question. Faculty will implement the change and monitor the assessment results in Fall 2014. (10/17/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Results (Fall 2013): 72% of the students enrolled in the course and who completed the assignment scored a 75% or higher on the assignment. The criterion was not met.</p>	<p><b>Actions:</b> In Fall 2013, the percentage of students who met the standard (72%) was very close to the criterion (75%). Faculty will re-emphasize the key concepts in</p>

Outcomes	Assessment Methods	Results	Actions
		(03/27/2014)	Spring 2014. Faculty will continue to monitor the assessment and the results in Spring 2014. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Results (Spring 2013): 74% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. Standard was not met. (10/14/2013)	<b>Actions:</b> A new ethics question was measured in Fall2012/Spring 2013. Students were close to meeting the standard. The results in Spring 2013 established a baseline. Faculty will continue to monitor results. (10/14/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive The ethics question on the department knowledge exam in MKT 425 did not provide sufficient data to draw a conclusion. (04/23/2013)	<b>Actions:</b> The ethics question has been rewritten and will be administered in Spring 2013 in order to gather valid data. (04/23/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient data. Course was taught by an adjunct new to the course while two regular faculty members from department were on sabbatical. Adjunct did not gather the required information. (10/10/2012)	<b>Actions:</b> A regular faculty member is teaching the course during fall 2012. That faculty member will administer the exam to gather appropriate data and develop a version for D2L implementation. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient data. (03/14/2012)	<b>Actions:</b> Faculty will administer the exam in Spring 2012 to gather appropriate data. (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2011 78% of the students (50/64) selected the appropriate answer. (06/18/2011)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results (09/20/2011)
<b>Business Tools and Processes -</b> Students will apply the appropriate business tools and processes necessary to develop, analyze and communicate information. <b>Outcome Status:</b> Active: Assessing	<b>Embedded Course Assessment -</b> MKT360 - Written project in which students will utilize technology as part of the final paper (excel, statistical package etc.). <b>Criterion:</b> 75% of the students will	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): In Fall 2015, a research report was implemented for this assessment in which students utilize technology for data analyses (excel or SPSS). The results indicate that 88.8% of students scored a 75% or higher on	<b>Actions:</b> (Spring 2016): The standard was met in Fall 2015. In Spring 2016, faculty will continue to emphasize the rubrics of this assessment. Faculty will help students to demonstrate

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<b>Outcome Type:</b> Learning	score a 75% or higher on all areas of the rubric related to business tools and processes. <b>Schedule:</b> Every semester the course is taught.	the assessment. The criterion was met in Fall 2015. (04/21/2016)	understanding about the research processes and tools. Also, faculty will use this measure and monitor the results in Spring 2016. (04/21/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met (Spring 2015): In Spring 2015, a final Project (Comprehensive Quantitative Market Research Project) was implemented for this assessment. The results indicate that 93% of students who completed the assignment scored a 75% or higher on the assessment. The criterion was met. (09/30/2015)	<b>Actions:</b> (Fall 2015): The standard was met in Spring 2015. An individual assignment is used for this assessment item. In Fall 2015, faculty will continue to emphasize the rubrics of this assessment. Faculty will help students to demonstrate understanding about the research processes and tools. Also, they will monitor the results in Fall 2015. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): In Fall 2014, a final Project (Comprehensive Quantitative Market Research Project) was revised and implemented for this assessment. The results indicate that 94% of students who completed the assignment scored a 75% or higher on the assessment. The criterion was met. (03/26/2015)	<b>Actions:</b> The standard was met in Fall 2014. A revised SPSS individual assignment was used for this assessment item. This project uses SPSS for statistical analysis and includes charts, graphs, and written information in the final project. This assignment is more accurately and directly measure the goals for "Business Tools and Processes". Faculty will continue using this assignment as a measure and monitor the results in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): The results indicate that 97.5% of the students scored a 75% or higher on all relevant areas of the rubric. The criterion was met. (10/17/2014)	<b>Actions:</b> Faculty has some revisions for this assignment and will implement the revised assignment during Fall 2014. The assessment method will be changed to more accurately measure how students analyze marketing research information.



Outcomes	Assessment Methods	Results	Actions
			The assignment will require the use of SPSS statistical analysis software to answer marketing research questions. It is an individual assignment where all students will use a data set with survey results that are provided in our textbook. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met (Fall 2013) 98% of the students scored a 75% or higher on all relevant areas of the rubric. Criterion met. (03/27/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor the results in Spring 2014. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013): 95% of the students scored a 75% or higher on all relevant areas of the rubric. Standard met. (10/10/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (10/10/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Both sections of MKT 360 were measured during Fall 2012. 94% of the students scored a 75% or higher on all relevant areas of the rubric. The class average project in the two sections was 82.24% and 83.11%, respectively. Standard met. (04/22/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. The most common mistakes committed by students were issues of following formatting directions (remembering to include references pages, tables of contents, executive summary, etc.) (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 94% of the 32 students in one section of MKT 360 correctly answered the question. In the other section of 20 students taught by a new adjunct, the results appeared to indicate that at least 75% of the students answered the question correctly, however, records for that section are incomplete. In reviewing the complete records of the one section, and the records of the second section, we are confident that the standard was met. (10/10/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. However, due to the data gathering difficulties experienced with some adjunct faculty, faculty are planning to test a standardized rubric for this item in Fall 2012. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met	<b>Actions:</b> Students are meeting the



Outcomes	Assessment Methods	Results	Actions
		In one section, 100% students met the 75% standard on all areas of the rubric. In the other section, 94% met the standard in one area, 97% in the second, and 88% in the third. Standard met. (03/14/2012)	standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012. (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Spring 2011 64% (23 of 36) of the students scored 75% or higher on the assignment.  (06/18/2011)	<b>Actions:</b> Faculty will use improved, simplified common rubric. Students will receive clear communications on the performance expectations in written projects. Faculty will continue to monitor and adjust as necessary to meet criterion. (09/20/2011)
	<b>Common department examination -</b> Excel Exam given to all students prior to declaring a major. For more information, please see Business Core Results. <b>Criterion:</b> 100% of students pass the exam in order to enter into the major. <b>Schedule:</b> Before declaring a major.	<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive (Spring 2015) Please see Business Core for results. (10/09/2015)  <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive (Fall 2014) Please see Business Core for results. (03/26/2015)  <b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Please see Business Core for results. (10/17/2014)  <b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met See Business Core for results. (03/27/2014)	<b>Actions:</b> Please see Business Core for actions. (03/26/2015)  <b>Actions:</b> Please see Business Core for actions. (10/17/2014)  <b>Actions:</b> See Business Core for actions. (03/27/2014)
<b>International</b> - Students will articulate and explain the impact of global diversity on marketing decisions. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> General Education Goal, Learning	<b>Embedded Course Assessment -</b> Project in MKT 404 in which students apply global strategy/tactics to a marketing situation. Students must be able to evaluate a country (other than the US) as part of the project. <b>Criterion:</b> 75% of the students must score at least a 75% on each part of the rubric. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): The results indicate that 100 % of the students enrolled in the course and completing the assignment scored a 75% or higher on the assessment. The criterion has met in Fall 2015. (04/21/2016)  <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met (Spring 2015): The results indicate that 99 % of the	<b>Actions:</b> (Spring 2016): Students met the criterion in Fall 2015. Faculty will continue using this assessment and monitor the results in Spring 2016. (04/21/2016)  <b>Actions:</b> (Fall 2015): Students met the criterion in Spring 2015. Faculty will continue using this

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		students who completed the assignment scored a 75% or higher on the assessment. The criterion has met in Spring 2015. (09/30/2015)	assessment and monitor the results in Fall 2015. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): Specifically, three rubrics were used in this assessment. The results indicate that 76 % of the students who completed the assignment scored a 75% or higher on each of the three criteria for this assignment. About 86% of students met or exceeded the first criterion. About 86% of students met or exceeded the second criterion. About 82.8% of students met or exceeded the third criterion. (03/26/2015)	<b>Actions:</b> Students met the criterion in Fall 2014. Faculty will continue to emphasize the rubrics of this assignment with students in Spring 2015. So students can demonstrate an understanding of global diversity on marketing decisions. Faculty will implement this assessment and monitor the results in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): The results indicate that 86 % of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. (10/17/2014)	<b>Actions:</b> Students met the criterion in Spring 2014. Faculty suggests reviewing the rubrics of the assignment with students in the middle of the semester. Faculty will implement the suggestion and continue to monitor the results in Fall 2014. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): The results indicate that 94 % of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. (03/27/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to prepare students for this assessment, and to monitor the results. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013): 84% of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. (10/10/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will make appropriate changes to improve student performance in conducting a country analysis, such as identifying relevant data sets. Faculty will continue to monitor results. (11/11/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015	<b>Actions:</b> Students are meeting the

Outcomes	Assessment Methods	Results	Actions
		<b>Result Type:</b> Criterion Met 90% of the students enrolled in the course and competing the assignment scored a 75% or higher on the assignment. The class average was 84.85%. Standard met. (04/22/2013)	standard. Faculty will continue to monitor results. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient data. Course was taught by an adjunct new to the course while two regular faculty members from department were on sabbatical. Adjunct did not gather the required information. (10/10/2012)	<b>Actions:</b> A regular faculty member is teaching the course during fall 2012. That faculty member will administer the project in order to gather appropriate data. Students prior to fall 2011 met the standard. Faculty will explore moving this item to MKT 404 if MKT 404 becomes a major requirement instead of an elective. Faculty have implemented the MKT 404 International Marketing course to further emphasize global diversity issues. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient Data. (03/14/2012)	<b>Actions:</b> Students prior to Fall 2011 met the standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012 to ensure appropriate data collection. (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2011 Percentage of 64 students scoring 75% or higher (# below 75%): Depth of Specific Information: 90.6% (6) Interpretation (inferences) 82.2% (11) Environment Analysis 100.0% (0) Competition 98.4% (1) Target Market 90.6% (6) Overall 90.6% (6)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (09/20/2011)

Outcomes	Assessment Methods	Results	Actions
		(06/18/2011)	
	<p><b>Common department examination -</b> Questions dealing with international topics on the departmental knowledge exam given in MKT 425.</p> <p><b>Criterion:</b> 75% of students will correctly answer all questions relating to international topics on the exam.</p> <p><b>Schedule:</b> Every semester</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>(Fall 2015): A set of 7 questions on the department knowledge exam was related to International Marketing knowledge. The results indicate that students were correct 54.9% on average. The criterion was not met in Fall 2015. (04/21/2016)</p>	<p><b>Actions:</b> (Spring 2016): Based on the results in Fall 2015, the goal was not met in Fall 2015. Faculty will review the details of 7 questions in Spring 2016. Faculty will also continue to emphasize the key concepts related to the rubrics of this assessment in Spring 2016. Also, faculty will continue to monitor the results in Spring 2016. (04/21/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>(Spring 2015): A set of 7 questions on the department knowledge exam was related to International Marketing knowledge. The results indicate that students who completed the knowledge exam were correct 69% on average. The criterion was not met in Spring 2015, but was improved slightly. Below shows the result for each question: Q1-53%; Q2-70%, Q3-94; Q4-82%; Q5-28%; Q6-67% and Q7-89%. (09/30/2015)</p>	<p><b>Actions:</b> (Fall 2015): Results from Spring 2015 reflect a slight improvement over last year. However, the goal was not met in Spring 2015. The results indicated that students scored much lower on one question (Q5- 28%) of this assignment. Faculty will review this particular question in Fall 2015 and consider if additional instruction in this area needs to be integrated into the curriculum. Faculty will also continue to emphasize the key concepts.. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Results (Fall 2014): A set of 7 questions on the department knowledge exam was related to International Marketing knowledge. The results indicate that students who completed the exam were correct 66% on average. The criterion was not met in Fall 2014. (03/26/2015)</p>	<p><b>Actions:</b> Students scored lower on four questions of this assignment in Fall 2014. Faculty suggests reviewing these four questions and will emphasize the key concepts of these questions to students in Spring 2015. Faculty will continue use the same measure and monitor the results in Spring 2015. In addition, D2L Services will help to find the data for each student per question.</p>

Outcomes	Assessment Methods	Results	Actions
			(03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Results (Spring 2014): A set of 7 questions on the department knowledge exam was related to International Marketing knowledge. The results indicate that students were correct 73% on average. Therefore, the students were very close to meet the criterion. (10/17/2014)	<b>Actions:</b> The results were very close to meeting the criterion. In Fall 2014, faculty will emphasize the key concepts of the assignment. Faculty will continue to monitor the results in Fall 2014. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Results (Fall 2013): For the 7 questions on the department knowledge exam related to International Marketing knowledge, students were correct 65% on average. Therefore the assessment goal was not reached. (03/27/2014)	<b>Actions:</b> Faculty is still re-evaluating the appropriateness of the measure in MKT 425. Faculty will also evaluate if students who have MKT404 International Marketing would have better results than those who haven't taken MKT404. Faculty will continue to monitor the results in Spring 2014 for any adjustments. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive No results reported. (10/14/2013)	<b>Actions:</b> Faculty is re-evaluating the appropriateness of one of the 7 questions in MKT 425 and will adjust the measure in spring 2014. (10/14/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met For the 7 questions on the department knowledge exam related to International Marketing knowledge, students were correct 56.67% on average. Therefore the assessment goal was not reached. (04/22/2013)	<b>Actions:</b> Faculty are re-evaluating the appropriateness of the testing instrument in MKT 425 and will implement a new version in spring 2013. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient data. Course was taught by adjunct new to course while two regular faculty members from department were on sabbatical. Adjunct did not gather the required information. (10/10/2012)	<b>Actions:</b> A regular faculty member is teaching the course during fall 2012. That faculty member will gather appropriate data. Faculty have implemented the MKT 404 International Marketing course to further emphasize global diversity issues. Faculty will further

Outcomes	Assessment Methods	Results	Actions
			develop the concepts in MKT 350. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient Data. (03/14/2012)	<b>Actions:</b> Faculty have been continually encouraged to emphasize global aspects relevant to the subject matter of their respective courses. Faculty will administer the exam in Spring 2012 to gather appropriate data. Faculty have implemented the MKT 404 International Marketing course to further emphasize global diversity issues. Faculty will further develop the concepts in MKT 350.  (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Spring 2011 Scores for the individual questions: Consumer Behavior: 61% Personal Selling: 52% Strategy & Planning: 67% Overall: 60%  (06/18/2011)	<b>Actions:</b> Faculty have been encouraged to emphasize global aspects relevant to the subject matter of their respective courses. Faculty will continue to evaluate the need for further changes in the curriculum to meet criterion if emphasis approach is not effective. (09/20/2011)
<b>Research</b> - Students should understand the advantages and disadvantages of qualitative and quantitative research. <b>Outcome Status:</b> Inactive <b>Outcome Type:</b> Learning			
<b>Written Communication</b> - Students will demonstrate how to effectively communicate information of a business nature through written	<b>Embedded Course Assessment</b> - Individual written paper in MKT 330 (Consumer Behavior) graded on a common rubric.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive (Fall 2015): MGT313 is a writing emphasis course and is required for all marketing majors. In Fall 2015, marketing	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
presentations. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Criterion:</b> 75% of the students will score a 75% or higher in each area of the rubric. <b>Schedule:</b> Every semester.	department replaced MKT330 with MGT313 for this assessment in Fall 2015. Please see MTG313 for the results. (04/21/2016)	
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Result (Spring 2015): 76% of the students who completed the assignment scored a 75% or higher on the assignment. Students met the criterion. (09/30/2015)	<b>Actions:</b> MGT313 is a business required course with writing emphasis for all marketing majors. In Fall 2015, MGT 313 writing assignment will be used for this assessment. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): 64 students completed this assessment. 87.5% of the students that completed the assignment scored a 75% or higher on the assignment. Students met the criterion. (03/26/2015)	<b>Actions:</b> The standard has met in Fall 2014. There has been continuing improvement in student performance in this assessment. Faculty will continue using this assessment in MKT330 course in Spring 2015. Faculty suggests that MGT313 is a business writing emphasis course and the Marketing department may consider replacing MKT330 with MGT313 for this assessment. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): 85.3% of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. Students met the criterion. (10/17/2014)	<b>Actions:</b> The standard has been met in Spring 2014. Faculty will continue using this assessment in MKT330 course. Faculty will emphasize the rubrics of the assignment in Fall 2014 and monitor the results. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): 89% of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. Standard met. (03/27/2014)	<b>Actions:</b> This assessed item was suggested to moving to MKT 360 in Fall 2013. As MKT360 already has included several assessments, faculty suggests keeping this assessment item in MKT330. The suggestion was passed in the departmental meeting. (03/27/2014)

Outcomes	Assessment Methods	Results	Actions
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013): 85% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. Standard met. (10/10/2013)	<b>Actions:</b> Students are meeting the standard. This assessed item will be moved to MKT 360 in Fall 2013. (10/10/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 79% of the students enrolled in the course and competing the assignment scored a 75% or higher on the assignment. Standard met. (04/22/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met This course was not offered in Spring 2012. During the previous run of the course (Fall 2011), the standard was met. (10/10/2012)	<b>Actions:</b> A regular faculty member is teaching the course during fall 2012. That faculty member will gather appropriate data. Students prior to Spring 2012 met the standard. This item will be moved to MKT 360 in Fall 2013. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Over 90% of the students scored a 75% or higher in each area of the rubric. The average grade was over 90%. Standard met.  (03/14/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012. (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2011 85% (29 of 34) of the students scored 75% or higher on this assignment. (06/18/2011)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (09/20/2011)
	<b>Embedded Course Assessment -</b> Individual written assignment in MKT 440 which are graded using a rubric. <b>Criterion:</b> 75% of the students should score at least a 75% on each part of the rubric. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): The results indicate that 91.5 % of students enrolled in the class scored a 75% or higher on the assessment. The criterion was met in Fall 2015. (04/21/2016)	<b>Actions:</b> (Spring 2016): Students met the standard in Fall 2015. The results are consistent with previous semesters. Faculty will continue to emphasize written communication skills and to monitor the results in Spring 2016. (04/21/2016)



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met (Spring 2015): The results indicate that 94.6 % of students who completed this assignment in the class scored a 75% or higher on the assessment. The criterion was met in Spring 2015. (09/30/2015)	<b>Actions:</b> (Fall 2015): Students met the standard in Spring 2015. The results are consistent with previous semesters. Faculty will continue to emphasize written communication skills and to monitor the results in Fall 2015. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): 91.58% of students who completed the assignment crossed the 75% threshold. The criterion was met. (03/26/2015)	<b>Actions:</b> Students met the standard in Fall 2014. The results are consistent with previous semesters. Faculty will continue to use the same measure and emphasize written communication skills in Spring 2015. Faculty will monitor results in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): 90.27% scored at least a 75% on each part of the rubric. The criterion was met. (10/17/2014)	<b>Actions:</b> The criterion was met in Spring 2014. Faculty will continue to use the same measure and emphasize written communication skills in Fall 2014. Faculty will monitor results in Fall 2014. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): 91.9% crossed the 75% threshold. Standard was met. (03/27/2014)	<b>Actions:</b> Students met the standard in Fall 2013. Faculty will continue to work with students to strengthen students' written communication skills. Faculty will continue to monitor results in Spring 2014. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013); 93% (55 of 59) students crossed the 75% threshold. Standard met. The class average was 87.73%. (10/10/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (10/10/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met	<b>Actions:</b> Students are meeting the standard. Faculty will continue to

Outcomes	Assessment Methods	Results	Actions
		30 of 31 students crossed the 75% threshold. Standard met. The class average was 94.52%. (04/22/2013)	monitor results. Individual student scores will be submitted to Sedona for recordkeeping. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 66% (23 students) had a score of 75% or higher. Standard not met. However, the adjunct professor teaching the course in spring 2012 did not use the standard rubric. The data does not indicate if the students would have met the standard using the standard rubric. (10/10/2012)	<b>Actions:</b> This item has been moved to MKT 440 effective Fall 2012. A regular faculty member is teaching the course during fall 2012. That faculty member will administer the assignment and pilot a new/updated rubric in order to gather appropriate data. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 90% of the students (28 of 31) scored at least a 75% on each part of the rubric. Standard met. (03/14/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012.  (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2011 Percentage of 64 students scoring 75% or higher (average score): Format 100.0% (86.4) Citations 100.0% (86.6) Grammar, spelling, ... 100.0% (82.8) Recommendations 83.0% (79.4) Support 77.0% (77.6) Overall 100.0% (82.6) (06/18/2011)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (09/20/2011)
<b>Oral Communication</b> - Students will demonstrate the methods to effectively communicate information of a business nature and to engage audiences through oral presentations.	<b>Embedded Course Assessment</b> - Presentations in MKT 350 (Advertising) which is graded with a rubric. <b>Criterion:</b> 75% of the students must	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): There were 142 students enrolled in the course and completed this assessment in Fall 2015. The results indicate that 100% of the students completed the	<b>Actions:</b> (Spring 2016): Students met the criterion in Fall 2015. Faculty will continue to work with students during Spring 2016 to help their individual oral

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	score at least a 75% on each part of the rubric. <b>Schedule:</b> Every semester.	assignment scored a 75% or higher on the assignment. Standard was met in Fall 2015. (04/21/2016)	communication skills. Faculty will continue to measure and monitor the results in Spring 2016. (04/21/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met (Spring 2015): 63 students were enrolled in the course and completed this assessment in Spring 2015. The results indicate that 100% of the students who completed the assignment scored a 75% or higher on the assignment. Standard was met in Spring 2015. (09/30/2015)	<b>Actions:</b> (Fall 2015): Students met the criterion in Spring 2015. Faculty will continue to work with students during Spring 2015 so that they can strengthen their individual oral communication skills. Faculty will continue to measure and monitor the results in Fall 2015. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): 96 students were enrolled in the course and completed this assessment in Fall 2014. The results indicate that 95.8% of the students who completed the assignment scored a 75% or higher on the assignment. Standard was met. (03/26/2015)	<b>Actions:</b> Students met the criterion in Fall 2014. Faculty will continue to work with students during Spring 2015 so that they can strengthen their individual oral communication skills. Faculty will continue to measure and monitor the results in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): The results indicate that sixty-four students were evaluated. 100% of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. Standard was met. (10/17/2014)	<b>Actions:</b> Students are meeting the criterion. Faculty will continue to work with students so that they can strengthen their individual oral communication skills. Faculty will continue to monitor the results in Fall 2014. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): Ninety-eight students were evaluated. 100% of the students who enrolled in the course and completed the assignment scored a 75% or higher on the assignment. Standard met. (03/27/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to prepare students to achieve the goal. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met	<b>Actions:</b> Students are meeting the standard. Faculty will continue to

Outcomes	Assessment Methods	Results	Actions
		Results (Spring 2013): 90% of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. (10/10/2013)	monitor results. (10/10/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 100% of the students scored at least at 75% on each part of the rubric. (04/22/2013)	<b>Actions:</b> Faculty will continue to monitor the results. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 66% (23 students) had a score of 75% or higher. Standard not met. However, the adjunct professor teaching the course in spring 2012 did not use the standard rubric. The data does not indicate if the students would have met the standard using the standard rubric. (10/10/2012)	<b>Actions:</b> The assessed item will move from MKT 425 to MKT 350 in Fall 2012. The faculty will administer the assignment and pilot a rubric in order to gather appropriate data. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient Data (03/14/2012)	<b>Actions:</b> Students prior to Fall 2011 met the standard. Faculty will continue to monitor results. The assessed item will move from MKT 425 to MKT 350 in Fall 2012. Faculty will develop a standardized rubric in MKT 350 for piloting in Spring 2012 and full implementation in Fall 2012 to ensure appropriate data collection.  (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2011 100% of the students (62) score 75% or higher for the presentation. Areas for improvement are: 23% (14) scored the minimum of 75% for effective audience contact / facial expressions. Scores less than 80% 52% - eye contact / facial expressions	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (09/20/2011)

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>18% - gestures, posture, movement</p> <p>19% - effective speaking rate / conversational tone</p> <p>18% - effective volume &amp; enunciation</p> <p>(06/18/2011)</p>	
	<p><b>Embedded Course Assessment -</b></p> <p>Marketing research presentation in MKT 360 graded on a common rubric.</p> <p><b>Criterion:</b> 75% of students will score 75% or higher in each area of the rubric related to oral presentation skills.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Criterion Met</p> <p>(Fall 2015): In Fall 2015, the final Marketing Research Project Presentation was used for this assessment item. There were four sections of MKT360 in Fall 2015. The results indicate that on average, 96.3% of students enrolled in MKT 360 completed the assignment scored a 75% or higher on the oral assessment. The criterion was met in Fall 2015. (04/21/2016)</p>	<p><b>Actions:</b> (Spring 2016): Students met the criterion in Fall 2015. The final Marketing Research Project Presentations will continue to be used for this assessment item in Spring 2016. Faculty will emphasize the rubrics of this assignment so students can demonstrate effective oral communications skills. (04/21/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>(Spring 2015): The final Marketing Research Project Presentations was used for this assessment item. The results indicate that 85% of MKT360 students who completed the assignment scored a 75% or higher on the oral assessment. The criterion was met. (09/30/2015)</p>	<p><b>Actions:</b> (Fall 2015): Students met the criterion in Spring 2015. The final Marketing Research Project Presentations will continue to be used for this assessment item in Fall 2015. Faculty will emphasize the rubrics of this assignment so students can demonstrate effective oral communications skills. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Results (Fall 2014): The final Marketing Research Project Presentations was used for this assessment item. The results indicate that 80% of of MKT360 students completed the assignment and scored a 75% or higher on the oral assessment. The criterion was met. (03/26/2015)</p>	<p><b>Actions:</b> Students met the criterion in Fall 2014. The final Marketing Research Project Presentations will continue to be used for this assessment item in Spring 2015. Faculty will focus on communications of business information and audience engagement specifically. The faculty suggests that there will be a second required "practice" presentation earlier in the semester. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p>	<p><b>Actions:</b> Students met the</p>

Outcomes	Assessment Methods	Results	Actions
		<b>Result Type:</b> Criterion Met Results (Spring 2014): The results indicate that 97.5% of the students enrolled in MKT 360 completed the assignment and scored a 75% or higher on the assignment. Students met the criterion. (10/17/2014)	criterion in Spring 2014. The final Marketing Research Project Presentations will continue to be used for this assessment item, but the rubric will be modified in Fall 2014 to focus on communication of business information and audience engagement specifically. (10/17/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): 94% of the students enrolled in MKT 360 who completed the assignment scored a 75% or higher on the assignment. Standard met. (03/27/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013): 100% of the students enrolled in MKT 360 completed the assignment scored a 75% or higher on the assignment. Standard met. (10/10/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (10/10/2013)
<b>Team</b> - Students will apply appropriate methods to effectively interact with others as part of a team. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment</b> - Team project in MKT 350 (Advertising and Buyer Behavior) graded with a common rubric. <b>Criterion:</b> 75% of the students will score a 75% or higher on all areas of the rubric. <b>Schedule:</b> Every semester	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): A total of 142 students were evaluated on this assessment. 99% of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. Standard was met in Fall 2015. (04/21/2016)	<b>Actions:</b> (Spring 2016): Students met the goal of this assessment in Fall 2015. The faculty will continue to emphasize the rubrics of this assessment and work with students. So, students can demonstrate team skills effectively during Spring 2016. (04/21/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met (Spring 2015): A total of 63 students were evaluated on this assessment. 100% of the students who completed the assignment scored a 75% or higher on the assignment. Standard met in Spring 2015. (09/30/2015)	<b>Actions:</b> Students met the goal of this assessment in Spring 2015. The faculty will continue to emphasize the rubrics of this assessment and work with students. So, students can demonstrate team skills effectively during the semester in Fall 2015. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015	<b>Actions:</b> Students met the goal of

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<b>Result Type:</b> Criterion Met Results (Fall 2014): A total of 99 students were evaluated on this assessment. 93.9% of the students who completed the assignment scored a 75% or higher on the assignment. Standard met. (03/26/2015)	this assessment in Fall 2014. The faculty will emphasize the rubrics of this assessment and work with students so that they can demonstrate team presentation skills effectively during the semester in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): A total of 64 students were evaluated. 100% of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. Standard met. (10/19/2014)	<b>Actions:</b> Students met the standard in Spring 2014. Faculty will continue to work with students so that they can demonstrate effective team presentation skills. Faculty will continue to monitor the results in Fall 2014. (10/19/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): A total of 98 students were evaluated. 100% of the students who enrolled in the course and completed the assignment scored a 75% or higher on the assignment. Standard met. (03/27/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will monitor the process and results in spring 2014. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013): 100% of the students enrolled in the course and completed the assignment scored a 75% or higher on the assignment. (10/10/2013)	<b>Actions:</b> Faculty will continue to develop and implement instruction of effective team interaction in future sections as outlined in the team project rubric. Faculty will monitor results. (11/11/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 100% of the students met the standard and scored at least 75% on all areas of the rubric. (04/22/2013)	<b>Actions:</b> Faculty will continue to monitor the results. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met 66% (23 students) had a score of 75% or higher. Standard not met. However, the adjunct professor teaching the course in spring 2012 did not use the standard rubric. The data does not indicate if the students would have met the	<b>Actions:</b> The assessed item will move from MKT 425 to MKT 350 in Fall 2012. The faculty will administer the assignment and pilot a rubric in order to gather

Outcomes	Assessment Methods	Results	Actions
		standard using the standard rubric. (10/10/2012)	appropriate data. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 90% of the students (28 of 31) scored at least a 75% on each part of the rubric. Standard met.  (03/14/2012)	<b>Actions:</b> Faculty will continue to monitor results. The assessed item will move from MKT 425 to MKT 350 in Fall 2012. Faculty will develop a standardized rubric in MKT 350 for piloting in Spring 2012 and full implementation in Fall 2012 to ensure appropriate data collection. (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2011 75% of the students (48 of 64) effectively operated within their teams. 25% of the students demonstrated problems in effectively interacting, mostly due to "social loafing". Four of these 16 students' individual performance in the course ranked above the median for the course while 12 ranked at the median or below. (06/19/2011)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (09/20/2011)
	<b>Embedded Course Assessment -</b> Team project in MKT 440 graded on a common rubric. <b>Criterion:</b> 75% of students will score 75% or greater on each measure of the common rubric.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): A valid 25 item cohesion scale (Treadwell, 1990) was used in Marketing 440 in association with a simulation exercise which required 10 teams to make 10 decisions. The scales assessed how well the participants performed as a team. The assessment was administered twice; once after the 3rd decision and then after the last or 10th decision. Each scale item was based on a four-point scale (Strongly Disagree to Strongly Agree) ranging from a total score of 25 to 100 to derive a total cohesion score. The results indicate that the total cohesion scores ranged from 65 to 85 and that 79.2% of the students agreed their team was cohesive (performing well). The results suggest the students are team players. The standard was met. (04/21/2016)	<b>Actions:</b> (Spring 2016): In Fall 2015, students met the criterion. In Spring 2016, faculty will continue to help students to learn the methods to effectively interact with others as part of a team. Faculty will use the same measure and monitor the results in Spring 2016. (04/21/2016)



Outcomes	Assessment Methods	Results	Actions
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Not Met            (Spring 2015): A valid 25 item cohesion scale (Treadwell, 1990) was used in Marketing 440 in association with a simulation exercise that required 10 teams to make 10 decisions. The scales assessed how well the participants performed as a team. The assessment was administered twice; once after the 3rd decision and then after the last or 10th decision. Each scale item was based on a four-point scale (Strongly Disagree to Strongly Agree) ranging from a total score of 25 to 100 to derive a total cohesion score.</p> <p>The results indicate that the total cohesion scores ranged from 65 to 85 and that 74.4% of the students agreed their team was cohesive (performing well). The results suggest the students are team players. The standard was not met. (09/30/2015)</p>	<p><b>Actions:</b> (Fall 2015): The results were very close to the goal. Students were almost meeting the criterion in Spring 2015 (74.4% vs. 75%). In Fall 2015, faculty will continue to emphasize working as a team. Also, faculty will help students to learn the methods to effectively interact with others as part of a team. Faculty will use the same measure and monitor the results in Fall 2015. (09/30/2015)</p>
		<p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Criterion Met            Results (Fall 2014): A valid 25 item cohesion scale (Treadwell, 1990) was used in Marketing 440 in association with a simulation exercise which required 10 teams to make 10 decisions. The scales assessed how well the participants performed as a team. The assessment was administered twice; once after the 3rd decision and then after the last or 10th decision. Each scale item was based on a four-point scale (Strongly Disagree to Strongly Agree) ranging from a total score of 25 to 100 to derive a total cohesion score. The results indicate that the total cohesion scores ranged from 56 to 78 and that 82% of the students agreed their team was cohesive (performing well). The results suggest the students are team players. There was no significant difference by pre (3rd decision) and post (10th decision) scores and team in either the pre and posttest. The standard was met. (03/26/2015)</p>	<p><b>Actions:</b> Students are meeting the criterion in Fall 2014. The results are close to the results of previous semesters. Faculty will continue to train students to work as a team in Spring 2015. Faculty will use the same measure and monitor the results in Spring 2015. (03/26/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            Results (Spring 2014): A valid 25 item cohesion scale (Treadwell, 1990) was used in Marketing 440 in association with a simulation exercise which required 10 teams to make</p>	<p><b>Actions:</b> Students are meeting the standard in Spring 2014. Faculty will continue to train students to work as a team in Fall 2014. Faculty will monitor the process</p>

Outcomes	Assessment Methods	Results	Actions
		<p>10 decisions. The scales assessed how well the participants performed as a team. The assessment was administered twice; once after the 3rd decision and then after the last or 10th decision. Each scale item was based on a four-point scale (Strongly Disagree to Strongly Agree) ranging from a total score of 25 to 100 to derive a total cohesion score. The results indicate that the total cohesion scores ranged from 56 to 78 and that 85% of the students agreed their team was cohesive (performing well). The results suggest the students are team players. There was no significant difference by pre (3rd decision) and post (10th decision) scores and team in either the pre and posttest. The standard was met. (10/19/2014)</p>	and results. (10/19/2014)
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Results (Fall 2013): A valid 25 item cohesion scale (Treadwell, 1990) was used in Marketing 440 in association with a simulation exercise which required 10 teams to make 10 decisions. The scales assessed how well the participants performed as a team. The assessment was administered twice; once after the 3rd decision and then after the last or 10th decision. Each scale item was based on a four-point scale (Strongly Disagree to Strongly Agree) ranging from a total score of 25 to 100 to derive a total cohesion score. Overall, the total cohesion scores ranged from 53 to 81 with the mean being 82. The results indicate that the teams worked well together at both time periods and by teams. Therefore, most participants agreed that their team was cohesive (performing well). There was no significant difference by pre (3rd decision) and post (10th decision) scores and teams in either the pre- and posttest. The standard was met. (03/27/2014)</p>	<p><b>Actions:</b> Students are meeting the standard. Faculty will continue to train students to work as a team. Faculty will monitor the process and results in Spring 2014. (03/27/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Results (Spring 2013): A valid 25 item cohesive scale (Treadwell, 1990) was used in Marketing 440 in association with a simulation exercise which required 10 teams to make 10 decisions. The scales assessed how well the participants performed as a team. The assessment was administered twice; once after the 3rd decision and then after the last or</p>	<p><b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (10/14/2013)</p>

Outcomes	Assessment Methods	Results	Actions
		10th decision. Each scale item was based on a four-point scale (Strongly Disagree to Strongly Agree) ranging from a total score of 25 to 100 to derive a total cohesion score. Overall, the total cohesion scores ranged from 53 to 81 with the mean being 77. The results indicate that the teams worked well together at both time periods and by teams. Therefore, most participants agreed that their team was cohesive (performing well). There was no significant difference by pre (3rd decision) and post (10th decision) scores and team in either the pre and posttest. The standard was met. (10/14/2013)	
<b>Knowledge</b> - Students will identify and explain the requisite knowledge and tool sets of the marketing discipline. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Common department examination -</b> Common exam in MKT 425 (Marketing Strategy and Tactics). Items on the exam relate to all learning goals in the core marketing courses. <b>Criterion:</b> 75% of the students will score a 76% or higher on the exam. Based on the number of questions on the exam, students cannot score a 75, instead it is a 76. <b>Schedule:</b> Every semester	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Not Met (Fall 2015): 7.6 % students enrolled in MKT25 scored 76% or higher on the exam. The criterion was not met in Fall 2015. (04/21/2016)	<b>Actions:</b> (Spring 2016): The criterion was not met in Fall 2015. The faculty will review the multiple-choice exam that is used as the assessment instrument in MKT 425 to see to what extent it fits with course objectives, the material covered in the course, and methods of student performance evaluation. If the exam in its current or a revised form continues to be used as the assessment measure then the current process for administering the exam and whether it should be included as a student course performance measure (currently, it is not), will also be reviewed. (04/21/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met (Spring 2015): 61 % students who completed this exam scored 76% or higher on the exam. The criterion was not met in Spring 2015. (09/30/2015) <b>Related Documents:</b> <a href="#">Knowledge-Exam-MKT425.pdf</a>	<b>Actions:</b> The criterion was not met in Spring 2015, but the results were improved. As faculty suggests, the assessment questions might need to be revised. During Fall 2015, the AOL committee in the department will review this assessment measure. Faculty will still use the

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
			same measure and monitor the results in Fall 2015. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met Results (Fall 2014): 58.6 % students who completed this exam scored 76% or higher on the exam. The criterion was not met in Fall 2014. (03/26/2015)	<b>Actions:</b> The criterion was not met in Fall 2014. As faculty suggests, the assessment questions might need to be revised. Also, the timing for students to take the knowledge exam should be reviewed in the near future. In Spring 2015, faculty will still continue using the same measure and monitor the results. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Results (Spring 2014): 62 % students scored 76% or higher on the exam. The class average was 59.94%. Standard was not met. (10/19/2014)	<b>Actions:</b> The criterion was not met in Spring 2014. However, there has been continuing improvement in student performance from 57% in Fall 2013 to 62% in Spring 2014. In Fall 2014, faculty will re-evaluate the logistics of when students should take the exam during the semester. Faculty will continue using the measure and monitor the results in Fall 2014. (10/19/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Results (Fall 2013): 57 % students scored 76% or higher on the exam. The class average was 59.94%. Standard not met. (03/27/2014)	<b>Actions:</b> The standard was not met. However, the results indicated an improvement of 3% (Spring 2013) to 57% of students who achieved the goal. In Spring 2014 faculty will give the exam during the first half of the semester. Also, faculty will monitor the process and results in Spring 2014. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Results (Spring 2013): 3% of students (2 of 64 students) scored a 76% or higher on the exam. The class average was	<b>Actions:</b> The class average moved from 54% in Fall 2012 to 59% in Spring 2013. It indicated

Outcomes	Assessment Methods	Results	Actions
		59.94%. Standard not met. (10/14/2013)	improvement. Faculty is re-evaluating if the timing of the exam may make differences on students? performance. For example, students might be overwhelmed with exams at the end of the semester. In Spring 2014, faculty will give the exam during the first half of the semester. (10/14/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met The class average was 54.55%. No student scored 76% or higher on the exam. Standard not met. (04/22/2013)	<b>Actions:</b> Faculty are re-evaluating the appropriateness of the testing instrument in MKT 425 and will implement a new version in spring 2013. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient data. Course was taught by an adjunct new to the course while two regular faculty members from department were on sabbatical. Adjunct did not gather the required information. (10/10/2012)	<b>Actions:</b> A regular faculty member is teaching the course during fall 2012. That faculty member will administer the exam in order to gather appropriate data. Students prior to fall 2011 met the standard. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient Data. (03/14/2012)	<b>Actions:</b> Faculty will administer the exam in Spring 2012 to gather appropriate data.  (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Spring 2011 Common Exam Results General 1 -5 (total) 17% 52% 70% 56% 84% (56%) Consumer Behavior 6 - 10 (total) 45% 100% 59% 61% 72% (68%) Personal Selling 11 -15 (total) 52% 42% 36% 78% 16% (45%) Marketing Research 16 - 20 (total) 91% 81% 27% 44% 83% (65%) Strategy & Planning 21 - 25 (total)	<b>Actions:</b> Faculty are meeting through Fall 2011 to determine actions to be taken, to review questions for both common form and substance, to identify areas of needed change, and the reinforce the necessity of reviewing and stressing central concepts for students prior to MKT 425. (09/20/2011)

Outcomes	Assessment Methods	Results	Actions
		19% 67% 44% 89% 72% (58%)	
		14% of 64 students scored 72% of higher on the exam. The average score was 58%. (06/18/2011)	
	<b>Embedded Course Assessment -</b> Identify and Satisfy Needs: Individual project in MKT340 (Personal Selling) in which students are presented with a situation and they must first ask questions to find out information regarding the situation and then they must relate the product benefits to the customer needs they discovered. <b>Criterion:</b> 80% of the students must score at least a 75% on both parts of the assignment. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): There are 101 students enrolled in MKT340 in Fall 2015. 97% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. Standard was met in Fall 2015. (04/21/2016)	<b>Actions:</b> (Spring 2016): The criterion was met in Fall 2015. The results were consistent with previous results. Faculty will continue to emphasize the rubrics of this assignment and monitor results in Spring 2016. Students will continue to demonstrate an understanding of the requisite knowledge and tool sets of the marketing discipline. (04/21/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met (Spring 2015): There were 107 students enrolled in MKT340 in Spring 2015. 97% of the students who completed the assignment scored a 75% or higher on the assignment. Standard was met in Spring 2015. (09/30/2015)	<b>Actions:</b> (Fall 2015): Students met the criterion in Spring 2015. Faculty will continue to emphasize the rubrics of this assignment and monitor results in Fall 2015 so students can continue to demonstrate an understanding (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): 100% of the students who completed the assignment scored a 75% or higher on the assignment. Standard was met in Fall 2014. (03/26/2015)	<b>Actions:</b> Students are meeting the criterion. There has been continuing improvement in student performance in this assessment. Faculty will continue to emphasize the key concepts and monitor results in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): 84.3% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. Standard was met. (10/19/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to emphasize the key concepts and monitor results in Fall 2014. (10/19/2014)

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): Sixty-eight students were evaluated. 85% of the students enrolled in the course and who completed the assignment scored a 75% or higher on the assignment. Standard was met. (03/27/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will emphasize the key concepts and continue to monitor results in Spring 2014. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2013): Available information indicates that 80% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. Standard met. (10/10/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (10/10/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 79.36% of the students enrolled in the course and completing the assignment scored a 75% or higher on the assignment. Standard met. (04/22/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. There is concern regarding the decrease in performance from 85% in spring 2012 to 79% in spring 2012. The faculty member whose section performed worst in this area is no longer teaching with the University. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 85% of the 58 students in MKT 340 scored at least a 75% on both parts of the assignment. Standard met. (10/10/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty are developing a standardized rubric for this item for piloting in Fall 2012. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 90% of students scored at least 75% on both parts of the assignment. Standard met. (03/14/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012. (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Spring 2011 71% (25 of 35) scored 75% or higher with an average grade	<b>Actions:</b> Faculty are reinforcing the need to relate product benefits to customer needs in Fall 2011. Faculty will emphasize



Outcomes	Assessment Methods	Results	Actions
		of 83%. (06/18/2011)	areas of weakness demonstrated in results. Faculty will monitor results and adjust further as necessary. (09/20/2011)
<b>Information Literacy</b> - Students will identify and employ the methods to acquire and evaluate information necessary to solve a marketing problem. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment</b> - Project in MKT 330 (Consumer Behavior) in which students must access appropriate segmentation information to complete a project. <b>Criterion:</b> 75% of the students will score an 80% or higher on the assignment. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): There were 63 students enrolled in the course and completed the assignment. The results indicate that on average 92% of the students completed the assignment scored an 80% or higher on the assignment. Standard was met in Fall 2015. (04/21/2016)	<b>Actions:</b> (Spring 2016): The criterion was met in Fall 2015. The results were consistent with previous assessments. Faculty will continue emphasizing the rubrics of the assignment to students so students can demonstrate an understanding of information literacy during the Spring 2016 semester. (04/21/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met (Spring 2015): 37 students were enrolled in the course and completed the assignment. The results indicate that 92% of the students who completed the assignment scored an 80% or higher on the assignment. Standard was met in Spring 2015. (09/30/2015) <b>Related Documents:</b> <a href="#">Cohort Analysis Assignment Spring-2015.doc</a>	<b>Actions:</b> The criterion was met in Spring 2015. The results were consistent with previous assessments. Faculty will continue emphasizing the rubrics of the assignment to students so students can demonstrate an understanding of information literacy during the Fall 2015 semester. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): 64 students were enrolled in the course and completed the assignment. The results indicate that 90.6% of the students who completed the assignment scored an 80% or higher on the assignment. Standard was met in Fall 2014. (03/26/2015)	<b>Actions:</b> The criterion was met in Fall 2014. Faculty suggests emphasizing the rubrics of the assignment to students so students can demonstrate an understanding of information literacy during the Spring 2015 semester. Faculty will implement the suggestion and monitor the results in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): The results indicate that 79.4% of	<b>Actions:</b> The standard was met in Spring 2014. Faculty suggests emphasizing the rubrics of the



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		the students enrolled in the course and completed the assignment scored an 80% or higher on the assignment. Standard was met. (10/19/2014)	assignment to students in Fall 2014, so students can demonstrate an understanding of information literacy. Faculty will implement the suggestion and monitor the results in Fall 2014. (10/19/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): 82% of the students enrolled in the course and completed the assignment scored an 80% or higher on the assignment. Standard was met. (03/27/2014)	<b>Actions:</b> The standard was met in Fall 2013. Faculty will monitor the assessment method and the results in Spring 2014. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met Results (Spring 2013): 71% of the students enrolled in the course and completed the assignment scored an 80% or higher on the assignment. Standard was not met. (10/14/2013)	<b>Actions:</b> The standard was not met in Spring 2013. However, the previous results before Spring 2013 were met the criterion. Faculty will monitor the process and the results closely in Fall 2013. (10/10/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 87.5% of the students enrolled in the course and competing the assignment scored an 80% or higher on the assignment. Standard met. (04/22/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met This course was not offered in Spring 2012. During the previous run of the course (Fall 2011), the standard was met. (10/10/2012)	<b>Actions:</b> A regular faculty member is teaching the course during fall 2012. That faculty member will gather appropriate data and pilot a rubric. Students prior to Spring 2012 met the standard. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 76% of the students scored 80% or higher. The average grade was 91.2% in one section, and 88.7% in the other. Standard met. (03/14/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012.

Outcomes	Assessment Methods	Results	Actions
			(03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Fall 2010: 94.2% of the students scored 80% or higher. The range of scores was 77.5 to 100%. (03/01/2011)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (09/20/2011)
	<b>Embedded Course Assessment -</b> Project in MKT360 in which students have to use citations and acquire information. <b>Criterion:</b> 75% of students will earn a 75% or higher the areas of the rubric relating to information literacy.  <b>Schedule:</b> Every semester the course is taught.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Criterion Met (Fall 2015): A comprehensive Market Research Project was used for this assessment. There were four sections of MKT360 in Fall 2015. On average, the results indicate that 94.8% of students completed this assessment scored a 75% or higher. Standard was met in Fall 2015. (04/21/2016)	<b>Actions:</b> (Spring 2016): In Fall 2015, the faculty used SPSS for statistical analysis and included charts, graphs, and written information for the information literacy assessment measure. The goal was met in Fall 2015. In Spring 2016, Faculty will emphasize how to acquire relevant information from major sources and use the information to solve marketing problems. Faculty will continue to implementing this assignment and monitor the results in Spring 2016. (04/21/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met (Spring 2015): A comprehensive Market Research Project was used for this assessment. The results indicate that 93% of students who completed this assessment scored a 75% or higher. Standard was met in Spring 2015. (09/30/2015)	<b>Actions:</b> In Spring 2015, the faculty used SPSS for statistical analysis and included charts, graphs, and written information for the information literacy assessment measure. The goal was met in Spring 2015. In Fall 2015, faculty will continue to emphasize how to acquire relevant data and how to make interpretation from data. This is an individual assignment. Faculty will continue implementing this assignment and monitor the results in Fall 2015. (09/30/2015)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met Results (Fall 2014): A comprehensive Quantitative Market	<b>Actions:</b> In Fall 2014, the faculty revised the assessment measure and students met the criterion.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		Research Project was used for this assessment. The results indicate that 94% of students completed this assessment scored a 75% or higher. Standard was met in Fall 2014. (03/26/2015)	The revised project requires the use of SPSS for statistical analysis and includes charts, graphs, and written information. Faculty suggests that the revised assessment assignment is more accurately to measure how students analyze marketing research information. It is an individual assignment where all students will use a data set with survey results that are provided in the textbook. Faculty will continue to implementing this assessment assignment and monitor the results in Spring 2015. (03/26/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Spring 2014): The results indicate that 97.5% of the students scored a 75% or higher on all relevant areas of the rubric. Standard was met. (10/17/2014)	<b>Actions:</b> Students met the standard in Fall 2014. Faculty suggests that the assessment method will be changed to more accurately measure how students analyze marketing research information. The assignment will require the use of SPSS statistical analysis software to answer marketing research questions. It is an individual assignment where all students will use a data set with survey results that are provided in our textbook. Faculty will implement the suggestion and monitor the results in Fall 2014. (10/19/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Results (Fall 2013): 98% of the students scored a 75% or higher on all relevant areas of the rubric. Standard was met. (03/27/2014)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (03/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<b>Result Type:</b> Criterion Met Results (Spring 2013): Both sections of MKT 360 were measured during Spring 2013. 94% of the students scored a 75% or higher on all relevant areas of the rubric. Standard met. (10/10/2013)	<b>Actions:</b> Students are meeting the standard. Faculty has several check-points throughout the semester to ensure that the students are staying on track. This will help improve the scores for Information Literacy. Faculty will continue to monitor results. (10/10/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Both sections of MKT 360 were measured during Fall 2012. 94% of the students scored a 75% or higher on all relevant areas of the rubric. The class average project in the two sections was 82.24% and 83.11%, respectively. Standard met. (04/22/2013)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. The most common mistakes committed by students were issues of following formatting directions (remembering to include references pages, tables of contents, executive summary, etc.) (04/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Inconclusive Insufficient data. Course was taught by a new adjunct to the course while two regular faculty members from department were on sabbatical. Adjunct did not gather the required information. (10/10/2012)	<b>Actions:</b> This item will be moved to MKT 360 in Fall 2012. The faculty will administer the assignment and pilot a rubric in order to gather appropriate data. Students prior to Spring 2012 met the standard. (10/10/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met 93% of the students (29 of 31) scored at least a 75% on each part of the rubric. Standard met. (03/14/2012)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. Faculty will develop a standardized rubric for this item for piloting in Fall 2012. (03/14/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Spring 2011 Percentage of 64 students scoring 75% or higher (average score): Citations 100% (86.4) Depth of Info. 91% (86.6)	<b>Actions:</b> Students are meeting the standard. Faculty will continue to monitor results. (09/20/2011)

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		Interpretation (inferences) 83% (82.8)	
		Recommendations 83% (82.8)	
		Support 77% (79.4)	
		Overall 91% (81.2)	
		(06/18/2011)	

# Assessment: Assessment Unit Four Column

## CBPA Program: MBA

---

**Mission Statement:** The Mission of the West Chester University School of Business is to prepare students to be successful within the evolving regional and global economies. As a comprehensive public institution in southeastern Pennsylvania, the School will: provide high-value business programs at the undergraduate and graduate level; foster student development through multidisciplinary education, scholarship and experiential learning; work with regional businesses and nonprofits to continuously impact pedagogy and business practices through relevant research and other professional activities.

**Student Learning Assessment Plan Narrative :** Current: In fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and in spring 2016 first implemented that process. Results will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop. Every outcome is assessed at least twice. Because the process was finalized in Fall 2015, there are no results to report for that semester. A baseline will be drawn in spring 2016 based on the results from that semester. In addition, because the Committee is committed to continual improvement, the MBA director and graduate assistant conducted research during 2015-2016 regarding other assessment methods and tools. As a result, the committee will consider concurrent probationary implementations of third party entrance and exit exams over the 2016-2017 academic year in order to determine if these are feasible alternatives to internal measures of assurance of learning.

Prior: As of Summer 2015 the College of Business and Public Affairs (CBPA) implemented extensive changes to its Master of Business Administration (MBA) program. The changes include: 1) modification of course requirements; 2) modification of credit requirements; 3) changes in course information, such as title, description and numbering; and 4) inactivating several courses.

The changes are intended to address trends in the business profession with particular emphasis on innovation, globalization and cross-discipline integration. The changes more closely align the University's MBA program with the most recent expectations and standards of our accreditation body (AACSB). The result of these changes is a flexible, dynamic curriculum that exposes students to the core business topics needed to be successful in a global business environment, while also presenting options for acquiring more specialized knowledge.

Prior: Fall 2012: The Graduate Program Committee evaluates the M.B.A. curriculum and its assurance of learning process. The committee also reviews the M.B.A. curriculum to determine if the coverage is appropriate and timely. Chaired by the Director of the M.B.A. program, the committee comprises all department Chairs and at least one faculty member from each department who is teaching classes in the program. The criterion for the MBA are set in accordance with AACSB standards of 80% of the students will earn at least an 80% or higher on a given item. Students are assessed every semester in the appropriate courses, no sampling occurs.

In 2007/2008, the MBA moved to a standardized curriculum instead of offering specific tracks. The updated curriculum has helped streamline the assurance of learning process by allowing the M.B.A. program to use common measures for all students. One addition included a pre-program Excel proficiency exam which allows us to ensure that students are entering the program with the minimum skills needed in order to succeed. Business knowledge is measured using exam questions, and results are discussed with the appropriate faculty. In some cases, questions were changed to better reflect the learning goals and the content covered in a course. In other cases, instructors indicated they would devote more effort to covering a specific topic in which students scored low.

Recently the M.B.A. program has embarked on a new online delivery method. Over the past year, the committee has been working to adapt the assurance of learning efforts to meet this new format. One change that occurred in the past year is the timing and structure of the one-credit residency course. The course was moved to the middle of the program to accommodate the introduction of an online M.B.A. Additionally, the content of the course was changed from a simulation-based course to an interactive group

project course that includes the assistance of M.B.A. alumni. The alumni actively participate in the course and also offer their assessment of each student and of the team. Additionally, project presentations are video recorded and later evaluated for measuring communication skills. Finally, students evaluate other members of their group using measures of team participation. In addition, the program has moved away from pre-test measures and instead has instituted a knowledge assessment within the residency course. Assurance of learning for all remaining courses takes place in the strategic management course at the end of the program.

**Student Learning Outcome Rotation Schedule:** All outcomes will be reviewed in each semester, excepting "satisfaction", which is reported once per year.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<b>Communication Skills</b> - Students will demonstrate how to effectively communicate (both written and oral) business information. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment</b> - Assessments delivered by course instructors as part of required coursework or testing. <b>Criterion:</b> 80% of the students will score an 80% or above on the assessed items. <b>Schedule:</b> Every semester course is offered.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive The entirety of the MBA program was changed to a new curriculum in Fall 2015. When the new program was discussed and implemented, the MBA Committee dedicated itself to continuing the assurance of learning process, and to improve on it where possible. The Committee began at the school's mission, the objectives and learning goals of the MBA program, and then identified what core courses (common to all students) reflected same for assessment. In fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and in spring 2016 first implemented that process. Results will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop. Every outcome is assessed at least twice. Because the process was finalized in Fall 2015, there are no results to report for that semester. (06/06/2016) <b>Related Documents:</b> <a href="#">2015-2016 MBA Curriculum Mapping.pdf</a>	<b>Actions:</b> A baseline will be drawn in spring 2016 based on the results from that semester. In addition, because the Committee is committed to continual improvement, the MBA director and graduate assistant conducted research during 2015-2016 regarding other assessment methods and tools. As a result, the committee will consider concurrent probationary implementations of third party entrance and exit exams over the 2016-2017 academic year in order to determine if these are feasible alternatives to internal measures of assurance of learning. (06/06/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive Not undertaken. (09/28/2015) <b>Notes:</b> This assessment item was not undertaken in Spring 2015 as curriculum change beginning Fall 2015 has removed the MKT699 course and all current students transitioned to the new curriculum. This assessment item will be addressed by the MBA committee in Fall 2015.	
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Met For Fall 2014, 18 students were evaluated by the course instructor and by business advisors who served as the	<b>Actions:</b> Students performed well on this measure. All students were video recorded and technical issues experienced with previous

Outcomes	Assessment Methods	Results	Actions
		<p>audience for each presentation:</p> <ul style="list-style-type: none"> <li>16 out of 18 (88.9) scored 80% or greater</li> <li>1 out of 18 (5.5%) scored between 70% and 79%</li> <li>1 out of 18 (5.5%) scored below 70%</li> </ul> <p>(04/15/2015)</p>	<p>recordings have now been addressed. Also, student slide presentations were well developed. (04/15/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  For Spring 2014, 19 students were evaluated by the course instructor and by business advisors who served as the audience for each presentation. Of the 19, 14 (77.8%) scored 80% or greater, 4 (22.2%) scored between 70 and 79%, and 1 (5.6%) scored below 70%. Individual students and overall groups demonstrated strong communication and presentation skills. (10/09/2014)</p>	<p><b>Actions:</b> As with the Winter session MKT699, there was an issue with the Mediasite audio in one of the classrooms. However, the information on the recording was good enough to allow for student assessment. For future classes the MBA will again ask that the equipment be completely checked out by Mediasite personnel. Also, while the percentage scoring 80% or higher was slightly below 80% of the class, this was not viewed as a major problem but will be monitored. (10/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  Due to technical issues, all students could not be completely evaluated and, consequently, the class did not score 80% or higher in evaluations prepared by the course instructor and by business advisors who served as the audience for each presentation. Students and groups that were evaluated did demonstrate strong communication and presentation skills. (04/09/2014)</p>	<p><b>Actions:</b> The MKT699 class was moved to the Winter term and these results are for that meeting. The presentations were video recorded in two classrooms, however, in one of the classrooms the video equipment failed, despite the Mediasite support team saying it was fine. The result is that videos were not recorded for half the class. For future classes, support personnel will be tasked with insuring video recording will work properly. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p>	<p><b>Actions:</b> Presentations were video</p>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p><b>Result Type:</b> Criterion Met</p> <p>Students scored 80% or higher in evaluations prepared by the course instructor and by business advisors who served as the audience for each presentation. Individual students and overall groups demonstrated strong communication and presentation skills. (10/22/2013)</p> <p><b>Notes:</b> Presentations were video recorded. The equipment was upgraded and is now capable of video recording in multiple rooms. Recordings are viewable by students and faculty via Mediasite.</p>	<p>recorded. The equipment was upgraded and is now capable of video recording in multiple rooms. Recordings are viewable by students and faculty via Mediasite. (10/22/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>For Fall 2012, students scored 80% or higher in evaluations prepared by the course instructor and by business advisors who served as the audience for each presentation. Individual students and overall groups demonstrated strong communication and presentation skills. (04/23/2013)</p> <p><b>Notes:</b> Presentations were video recorded. The technology issue in one of the classroom has been addressed and new equipment has been ordered and will be installed in Spring 2013.</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Students scored 80% or higher in evaluations prepared by the course instructor and by business advisors who served as the audience for each presentation. Individual students and overall groups demonstrated strong communication and presentation skills. (10/15/2012)</p>	<p><b>Actions:</b> Presentations were video recorded. There is a need to improve the technology in one of the classrooms to allow students to move away from the podium when presenting. A solution for this will be sought. (10/15/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Students scored 80% or higher in evaluations prepared by the course instructor and by business advisors who served as the audience for each presentation. Overall students exhibit strong communication and presentation skills. (06/04/2012)</p>	<p><b>Actions:</b> All presentations were recorded and retained for future analysis. Some minor technology issues were exhibited and will be corrected for future presentations. (06/04/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>Students scored 80% or higher in evaluations prepared by the course instructor and by business advisors who served as the audience for each presentation. All student</p>	<p><b>Actions:</b> The one area for improvement is with the rubric used by the instructor. For future presentations the rubric will be</p>

Outcomes	Assessment Methods	Results	Actions
		presentations were captured on video and show strong communication and presentation skills. (09/21/2011)	expanded to capture more detail. (09/21/2011)
<p><b>Knowledge</b> - Students will identify, describe and explain basic business terminology and concepts.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Assessments delivered by course instructors as part of required coursework or testing</p> <p><b>Criterion:</b> 80% of the students will score an 80% or higher in each course assessment.</p> <p><b>Schedule:</b> Each semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Inconclusive</p> <p>The entirety of the MBA program was changed to a new curriculum in Fall 2015. When the new program was discussed and implemented, the MBA Committee dedicated itself to continuing the assurance of learning process, and to improve on it where possible. The Committee began at the school's mission, the objectives and learning goals of the MBA program, and then identified what core courses (common to all students) reflected same for assessment. In fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and in spring 2016 first implemented that process. Results will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop. Every outcome is assessed at least twice. Because the process was finalized in Fall 2015, there are no results to report for that semester. (06/06/2016)</p> <p><b>Related Documents:</b></p> <p><a href="#">2015-2016 MBA Curriculum Mapping.pdf</a></p> <hr/> <p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Criterion Not Met</p> <p>Overall the results did not meet requirements. The results of the Knowledge assessment for each MBA course taught in Spring 2015:</p> <p>ACC601 – Overall Ave. 80.0%</p> <ul style="list-style-type: none"> <li>12 out of 17 (70.6%) scored 80% or greater</li> <li>0 out of 17 (0%) scored between 70% and 79%</li> <li>5 out of 17 (29.4%) scored below 70%</li> </ul> <p>FIN601 – Overall Ave. 56.3% (for those completing)</p> <ul style="list-style-type: none"> <li>4 out of 25 (16%) scored 80% or greater</li> <li>0 out of 22 (0%) scored between 70% and 79%</li> <li>12 out of 25 (48%) scored below 70%</li> <li>9 out of 25 (36%) did not complete</li> </ul>	<p><b>Actions:</b> A baseline will be drawn in spring 2016 based on the results from that semester. In addition, because the Committee is committed to continual improvement, the MBA director and graduate assistant conducted research during 2015-2016 regarding other assessment methods and tools. As a result, the committee will consider concurrent probationary implementations of third party entrance and exit exams over the 2016-2017 academic year in order to determine if these are feasible alternatives to internal measures of assurance of learning. (06/06/2016)</p> <hr/> <p><b>Actions:</b> During the 2015-16 academic year, the curriculum change will require these knowledge assessment items be reevaluated as some courses are no longer part of the required curriculum and other courses have adjusted content. The committee will determine in fall 2015 how to address these embedded course assessment issues under the new curriculum for implementation in spring 2016. (09/28/2015)</p>

Outcomes	Assessment Methods	Results	Actions
		<p>MGT604 – Overall Ave. 71.0%</p> <ul style="list-style-type: none"> <li>7 out of 19 (36.8%) scored 80% or greater</li> <li>0 out of 19 (0%) scored between 70% and 79%</li> <li>12 out of 19 (63.2%) scored below 70%</li> </ul> <p>MGT661 – Overall Ave. 81%</p> <ul style="list-style-type: none"> <li>21 out of 28 (75.0%) scored 80% or greater</li> <li>0 out of 28 (0%) scored between 70% and 79%</li> <li>7 out of 28 (25%) scored below 70%</li> </ul> <p>MGT699 – Overall Ave. 69.6%</p> <ul style="list-style-type: none"> <li>7 out of 17 (41.2%) scored 80% or greater</li> <li>0 out of 17 (0%) scored between 70% and 79%</li> <li>10 out of 17 (58.8%) scored below 70%</li> </ul> <p>MIS601 – Overall Ave. 100%</p> <ul style="list-style-type: none"> <li>21 out of 21 (100%) scored 80% or greater</li> <li>0 out of 21 (0%) scored between 70% and 79%</li> <li>0 out of 21 (0%) scored below 70%</li> </ul> <p>MKT603 – Overall Ave. 70.0%</p> <ul style="list-style-type: none"> <li>10 out of 20 (50.02%) scored 80% or greater</li> <li>0 out of 20 (0%) scored between 70% and 79%</li> <li>10 out of 20 (50.0%) scored below 70%</li> </ul> <p>MKT605 – Overall Ave. 56.0%</p> <ul style="list-style-type: none"> <li>2 out of 25 (.08%) scored 80% or greater</li> <li>0 out of 25 (0%) scored between 70% and 79%</li> <li>23 out of 25 (92.0%) scored below 70%</li> </ul> <p>(09/28/2015)</p> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Not Met  The results of the Knowledge assessment for each MBA course taught in Fall 2014:</p> <p>ACC601 – Overall Ave. 80.0%</p> <ul style="list-style-type: none"> <li>19 out of 25 (76%) scored 80% or greater</li> <li>0 out of 25 (0%) scored between 70% and 79%</li> <li>9 out of 25 (36%) scored below 70%</li> </ul>	<p><b>Actions:</b> Beginning in Fall 2014 the Knowledge assessment was moved to each course and assessment information was collected and reported by each course professor and then forwarded to the MBA Director. Of the 8 courses assessed, 6 reported overall score of 80% or higher (this includes the rounding</p>

Outcomes	Assessment Methods	Results	Actions
		<p>FIN601 – Overall Ave. 37.9%</p> <ul style="list-style-type: none"> <li>0 out of 22 (0%) scored 80% or greater</li> <li>0 out of 22 (0%) scored between 70% and 79%</li> <li>22 out of 22 (100%) scored below 70%</li> </ul> <p>MGT604 – Overall Ave. 95.8%</p> <ul style="list-style-type: none"> <li>20 out of 20 (100%) scored 80% or greater</li> <li>0 out of 20 (0%) scored between 70% and 79%</li> <li>0 out of 20 (0%) scored below 70%</li> </ul> <p>MGT611 –Overall Ave. N/A</p> <ul style="list-style-type: none"> <li>17 out of 23 (72.9%) scored 80% or greater</li> <li>0 out of 23 (0%) scored between 70% and 79%</li> <li>6 out of 23 (26.1%) scored below 70%</li> </ul> <p>MGT614 – Overall Ave. 89%</p> <ul style="list-style-type: none"> <li>16 out of 20 (80%) scored 80% or greater</li> <li>0 out of 20 (0%) scored between 70% and 79%</li> <li>4 out of 20 (20%) scored below 70%</li> </ul> <p>MGT699 – Overall Ave. 61.8%</p> <ul style="list-style-type: none"> <li>5 out of 24 (20.9%) scored 80% or greater</li> <li>0 out of 24 (0%) scored between 70% and 79%</li> <li>19 out of 24 (79.1%) scored below 70%</li> </ul> <p>MIS601 – Overall Ave. 100%</p> <ul style="list-style-type: none"> <li>25 out of 25 (100%) scored 80% or greater</li> <li>0 out of 25 (0%) scored between 70% and 79%</li> <li>0 out of 25 (0%) scored below 70%</li> </ul> <p>MKT603 – Overall Ave. 79.6%</p> <ul style="list-style-type: none"> <li>10 out of 18 (55.6%) scored 80% or greater</li> <li>0 out of 18 (0%) scored between 70% and 79%</li> <li>8 out of 18 (44.4%) scored below 70%</li> </ul> <p>(04/20/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">ACC601.xlsx</a></p> <p><a href="#">FIN601.xlsx</a></p> <p><a href="#">MGT604.docx</a></p> <p><a href="#">MGT699.xlsx</a></p>	<p>up of MKT603 from 79.6%). One course, FIN601, fell below 80% and one course, MGT611, did not report an overall average. An analysis of the scoring of students in each course suggests that in only two courses did 80% or more of the students score 80% or higher on the assessment. Given that course professors are now administering and reporting the information, the MBA committee believes they will begin to address the assessment issues in their courses. The MBA committee will discuss these results in more detail after the Spring 2015 assessment information is obtained. (04/20/2015)</p>

Outcomes	Assessment Methods	Results	Actions
		<a href="#">MGT661.xlsx</a> <a href="#">MKT603.xlsx</a> <a href="#">MIS601.docx</a> <a href="#">MKT605.xlsx</a>	
<b>Information Literacy/Critical Thinking</b> - Students will appropriately identify and apply information resources to analyze and identify business problems and opportunities <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> General Education Goal, Learning	<b>Embedded Course Assessment -</b> Assessments delivered by course instructors as part of required coursework or testing. <b>Criterion:</b> 80% of the students will score at least an 80% in all areas of the rubric related to information literacy. <b>Schedule:</b> Every semester.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive The entirety of the MBA program was changed to a new curriculum in Fall 2015. When the new program was discussed and implemented, the MBA Committee dedicated itself to continuing the assurance of learning process, and to improve on it where possible. The Committee began at the school's mission, the objectives and learning goals of the MBA program, and then identified what core courses (common to all students) reflected same for assessment. In fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and in spring 2016 first implemented that process. Results will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop. Every outcome is assessed at least twice. Because the process was finalized in Fall 2015, there are no results to report for that semester. (06/06/2016) <b>Related Documents:</b> <a href="#">2015-2016 MBA Curriculum Mapping.pdf</a>	<b>Actions:</b> A baseline will be drawn in spring 2016 based on the results from that semester. In addition, because the Committee is committed to continual improvement, the MBA director and graduate assistant conducted research during 2015-2016 regarding other assessment methods and tools. As a result, the committee will consider concurrent probationary implementations of third party entrance and exit exams over the 2016-2017 academic year in order to determine if these are feasible alternatives to internal measures of assurance of learning. (06/06/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive Not undertaken. (09/28/2015) <b>Notes:</b> This assessment item was not undertaken in Spring 2015 as curriculum change beginning Fall 2015 has removed the MKT699 course and all current students transitioned to the new curriculum. This assessment item will be addressed by the MBA committee in Fall 2015.	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met For Fall 2014, 18 students evaluated by the course instructor and by business advisors who spent time with groups and evaluated presentations:	<b>Actions:</b> Once again MBA students continue to demonstrate strong ability to critically analyze situations and address problems presented to them in a compressed course. The issues

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<ul style="list-style-type: none"> <li>18 out of 18 (100%) scored 80% or greater (04/15/2015)</li> </ul>	covered here will continue to be monitored. (04/15/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met For Spring 2014, 19 students were evaluated by the course instructor and by business advisors who spent time with groups and evaluated presentations. Of the 19 students, 16 (84.2%) scored 80% or greater, 2 (10.5%) scored between 70% and 79%, 1 (5.3%) scored below 70%. (10/09/2014)	<b>Actions:</b> MBA students continue to demonstrate strong results for this area. The issues covered here will continue to be monitored. (10/09/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met For Fall 2013, students scored higher than 80% for this area in evaluations prepared by the course instructor and by business advisors who spent time with groups and evaluated presentations. (04/09/2014)	<b>Actions:</b> MBA students continue to demonstrate strong results for this area. The issues covered here will continue to be monitored. (04/09/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored higher than 80% for this area in evaluations prepared by the course instructor and by business advisors who spent time with groups and evaluated presentations. (10/22/2013)	<b>Actions:</b> MBA students continue to demonstrate strong results for this area. The issues covered here will continue to be monitored. (10/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met For Fall 2012, students scored higher than 80% for this area in evaluations prepared by the course instructor and by business advisors who spent time with groups and evaluated presentations. (04/23/2013) <b>Notes:</b> MBA students continue to demonstrate strong results for this area. The issues covered here will continue to be monitored.	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored higher than 80% for this area in evaluations prepared by the course instructor and by business advisors who spent time with groups and evaluated presentations. (10/15/2012)	<b>Actions:</b> MBA students continue to demonstrate strong results for this area. The issues covered here will continue to be monitored. (10/15/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met	<b>Actions:</b> MBA students continue to demonstrate strong results for

Outcomes	Assessment Methods	Results	Actions
		Students scored higher than 80% for this area in evaluations prepared by the course instructor and by business advisors who spent time with groups and evaluated presentations. (06/04/2012)	this area. (06/04/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluations prepared by the course instructor and by business advisors who served as the audience for each presentation. (09/21/2011)	<b>Actions:</b> The one area for improvement is with the rubric used by the instructor. For future presentations the rubric will be expanded to capture more detail associated with this learning goal. (09/21/2011)
<b>Teamwork</b> - Students will demonstrate an ability to effectively function within a team environment. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	<b>Embedded Course Assessment -</b> Assessments delivered by course instructors as part of required coursework or testing. <b>Criterion:</b> 80% of the students will score at least an 80% on teamwork skills. <b>Schedule:</b> Every semester the course is offered.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive The entirety of the MBA program was changed to a new curriculum in Fall 2015. When the new program was discussed and implemented, the MBA Committee dedicated itself to continuing the assurance of learning process, and to improve on it where possible. The Committee began at the school's mission, the objectives and learning goals of the MBA program, and then identified what core courses (common to all students) reflected same for assessment. In fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and in spring 2016 first implemented that process. Results will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop. Every outcome is assessed at least twice. Because the process was finalized in Fall 2015, there are no results to report for that semester. (06/06/2016) <b>Related Documents:</b> <a href="#">2015-2016 MBA Curriculum Mapping.pdf</a>	<b>Actions:</b> A baseline will be drawn in spring 2016 based on the results from that semester. In addition, because the Committee is committed to continual improvement, the MBA director and graduate assistant conducted research during 2015-2016 regarding other assessment methods and tools. As a result, the committee will consider concurrent probationary implementations of third party entrance and exit exams over the 2016-2017 academic year in order to determine if these are feasible alternatives to internal measures of assurance of learning. (06/06/2016)
		<b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive Not undertaken. (09/28/2015) <b>Notes:</b> This assessment item was not undertaken in Spring 2015 as curriculum change beginning Fall 2015 has removed the MKT699 course and all current students transitioned to the new curriculum. This assessment item	



Outcomes	Assessment Methods	Results	Actions
		<p>will be addressed by the MBA committee in Fall 2015.</p> <p><b>Related Documents:</b>  <a href="#">2015-2016 MBA Curriculum Mapping.pdf</a></p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  For Fall 2014, 18 students evaluated by the course instructor and by business advisors who spent time with groups and evaluated presentations:</p> <ul style="list-style-type: none"> <li>18 out of 18 (100%) scored 80% or greater</li> </ul> <p>Also, students evaluated their own team members on a six item 5-point Likert scale measure:</p> <ul style="list-style-type: none"> <li>15 out of 18 (83%) scored 80% or higher on team work measure.</li> <li>3 out of 18 (17%) scored between 70% and 79% (04/15/2015)</li> </ul> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  For Spring 2014, 19 students were evaluated by the course instructor and by business advisors who spent time with groups and evaluated their presentations. Of the 19 students, 14 (73.7%) scored 80% or greater, 2 (10.5%) scored between 70% and 79%, and 3 (15.8%) scored below 70%.</p> <p>Also, students evaluated their own team members on a six item 5-point Likert scale measure. Of the 19 students, 16 (84%) scored 80% or higher on team work measure, and 3 (16%) scored between 70% and 70%. (10/13/2014)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  For Fall 2013, students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. Also,</p>	<p><b>Actions:</b> The project presented in this course continues to show students work well together to meet the course objectives. The three students scoring below the 80% level were also evaluated by course faculty who did not observe the same issues that may have led to the rankings provided by the other team members. This will continue to be monitored. (04/15/2015)</p> <hr/> <p><b>Actions:</b> In general the results continue to show students work well in teams. Comments by students suggest this project is not only an excellent teamwork assignment but also that teamwork skills are enhanced with their interaction with business advisors. While slightly less than 80% of the class scored 80% or higher on their presentations, this was not viewed as a major problem but will be monitored. The criterion was met for the team member evaluation. (10/13/2014)</p> <hr/> <p><b>Actions:</b> Results continue to be strong for this item. No changes are planned at this time. The issues covered here will continue</p>



Outcomes	Assessment Methods	Results	Actions
		<p>students evaluated their own team members on a six item 5-point Likert scale measure and scored 80% or higher on whether they Agree or Strong Agree on all statements associated with the team work measure. (04/09/2014)</p> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  For Spring 2013, students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. Also, students evaluated their own team members on a six item 5-point Likert scale measure and scored 80% or higher on whether they Agree or Strong Agree on all statements associated with the team work measure. (10/22/2013)</p>	<p>to be monitored. (04/09/2014)</p> <p><b>Actions:</b> This continues to produce strong results. The amount of time business advisors spend with student groups continues to expand so they are in a very good position to evaluate all team members. Also, evaluation by students of their own team continues to indicate members are cooperating and focusing on the required tasks. (10/22/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  For Fall 2012, students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. Also, students evaluated their own team members on a six item 5-point Likert scale measure and scored 80% or higher on whether they Agree or Strong Agree on all statements associated with the team work measure. (04/23/2013)  <b>Notes:</b> Overall good results as business advisors? interaction with the student groups continues to be an effective method for addressing this item. Student evaluations of fellow team members also shows that project is very effective method for assessing teamwork.</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. Also, students evaluated their own team members on a six item 5-point Likert scale measure and scored 80% or higher on whether they Agree or Strong Agree on all statements associated with the team work measure. (10/15/2012)</p>	<p><b>Actions:</b> Business advisors? interaction with the student groups continues to prove very valuable in helping student teams as they work together on their project. The business advisors were instructed to take a more active role in encouraging students to work as a team, and the advisors evaluation of the</p>

Outcomes	Assessment Methods	Results	Actions
			groups tends to show that teams did well. (10/15/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. Also, students evaluated their own team members on a six item 5-point Likert scale measure and scored 80% or higher on whether they Agree or Strong Agree on all statements associated with the team work measure. (06/04/2012)	<b>Actions:</b> Based on previous results, business advisors were provided with more time to spend with their assigned group. Overall this seemed to work out well as supported by the student comments. The team project for this course requires significant cooperation among members and this seems evident in student course comments and student evaluations of fellow group members. (06/04/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. Also, students evaluated their own team members on a six item 5-point Likert scale measure and scored 80% or higher on whether they Agree or Strong Agree on all statements. (09/21/2011)	<b>Actions:</b> Overall the teamwork component of the group project seems to show that students worked well in the limited time that was given to complete the group project. It is important to note that the business advisors did spend about one hour with their assigned student group prior to the presentations and were in a position to evaluate team activity. Based on business advisor feedback they feel they may be in a better position to access team work if more time is allocated with their group. This is expected to happen with future projects. (09/21/2011)
<b>Ethics</b> - Students will recognize the four areas of business ethics - social responsibility, corporate governance, ethical decision making and ethical leadership - and how they impact business decisions.	<b>Embedded Course Assessment</b> - Assessments delivered by course instructors as part of required coursework or testing. <b>Criterion:</b> 80% of the students will score at least an 80% on the four	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive The entirety of the MBA program was changed to a new curriculum in Fall 2015. When the new program was discussed and implemented, the MBA Committee dedicated itself to continuing the assurance of learning process, and	<b>Actions:</b> A baseline will be drawn in spring 2016 based on the results from that semester. In addition, because the Committee is committed to continual improvement, the MBA director

Outcomes	Assessment Methods	Results	Actions
<b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning	questions on the post-test related to ethics. <b>Schedule:</b> Every Semester.	<p>to improve on it where possible. The Committee began at the school's mission, the objectives and learning goals of the MBA program, and then identified what core courses (common to all students) reflected same for assessment. In fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and in spring 2016 first implemented that process. Results will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop. Every outcome is assessed at least twice. Because the process was finalized in Fall 2015, there are no results to report for that semester. (06/06/2016)</p> <p><b>Related Documents:</b>  <a href="#">2015-2016 MBA Curriculum Mapping.pdf</a></p> <hr/> <p><b>Reporting Period:</b> 2014-2015  <b>Result Type:</b> Inconclusive            Not undertaken. (09/28/2015)  <b>Notes:</b> This assessment item was not undertaken in Spring 2015 as curriculum change beginning Fall 2015 has removed the MKT699 course and all current students transitioned to the new curriculum. This assessment item will be addressed by the MBA committee in Fall 2015.</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            For Fall 2014, the number of students with the correct scores for each the questions are:</p> <ul style="list-style-type: none"> <li>• Social Responsibility – 19 out of 20 (95%)</li> <li>• Corporate Governance – 18 out of 20 (90%)</li> <li>• Ethical Decision Making – 19 out of 20 (95%)</li> <li>• Ethical Leadership – 17 out of 20 (85%)</li> </ul> <p>(04/15/2015)</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met            For Spring 2014, 17 students completed 4 questions related to ethics. The number of students with the correct scores for each of the questions are: Social Responsibility - 11 out of 17 (65%), Corporate Governance - 16 out 17 (94%), Ethical Decision Making - 17 out of 17 (100%), Ethical Leadership -</p>	<p>and graduate assistant conducted research during 2015-2016 regarding other assessment methods and tools. As a result, the committee will consider concurrent probationary implementations of third party entrance and exit exams over the 2016-2017 academic year in order to determine if these are feasible alternatives to internal measures of assurance of learning. (06/06/2016)</p> <hr/> <p><b>Actions:</b> Starting with the Fall 2015 term, these values were included within course knowledge assessment in MGT614. The values were collected by the course professor and forwarded to the MBA Director. Overall, all values met the requirements. (04/15/2015)</p> <hr/> <p><b>Actions:</b> Overall, the scores were viewed as meeting requirements with the exception of Social Responsibility. This result was shared with the course instructor who will rewrite the question. Additionally, as these questions</p>

Outcomes	Assessment Methods	Results	Actions
		16 out of 17 (94%). (10/09/2014)	are part of a course knowledge assessment, beginning in Fall 2014 these items will be collected by each course professor and then forwarded to the MBA Director. (10/09/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met For Fall 2013, scores for all 4 measures in this area exceed the 80% or higher level. (04/09/2014)	<b>Actions:</b> The measure continues to meet requirements and no additional action is being planned. (04/09/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met For Spring 2013, scores for the questions related to ethics show that three of the four questions (ethical decision making, ethical climate and social responsibility) present scores of 80% or higher: One question dealing with corporate governance scored slightly below 80%. (10/22/2013) <b>Notes:</b> Overall, the scores were viewed as meeting requirements. The only item to fall below the 80% level was very close registering 76%.	<b>Actions:</b> Overall, the scores were viewed as meeting requirements. The only item to fall below the 80% level was very close registering 76%. (10/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met For Fall 2012, scores for all 4 measures in this area did not score 80% or higher on the tested items. (04/23/2013) <b>Notes:</b> For Fall 2012, the overall ethics measure was down slightly from 2011-12 (.75 vs. .81). This is not considered to be a problem but the item will continue to be evaluated.	
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Scores for all 4 measures in this area were above 80%. (10/15/2012)	<b>Actions:</b> MBA student performed well on this measure. This area will continue to be emphasized in the program. (10/15/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Scores for 3 or the 4 measures in this area were above 80%. One item dealing with corporate social responsibility was below 80%. (06/04/2012)	<b>Actions:</b> The one item below 80% has not previously been an issue but will be closely watched in future assessments. (06/04/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Not Met	<b>Actions:</b> Overall scores show

Outcomes	Assessment Methods	Results	Actions
		<p>Scores for the questions related to ethics show that three of the four questions (ethical decision making, ethical climate and social responsibility) present scores of 80% or higher: One question dealing with corporate governance scored slightly below 80%. (09/21/2011)</p>	<p>improvement over previous years. Also, it is important to note that all students who completed the questions as part of the Mid-Point program requirement, and who took the MGT614 course within the last year, answered all questions correctly. This may provide support for the need of an information handout intended to prepare graduating students for the concepts included on the Knowledge test as they are likely not to have taken the MGT614 course in more than one year. (09/21/2011)</p>
<p><b>Business Tools and Processes -</b> Students will identify and appropriately apply business tools and processes to support problem analysis and decision making. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment -</b> Assessments delivered by course instructors as part of required coursework or testing. <b>Criterion:</b> 80% of the students will score at least an 80% on the project. <b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive The entirety of the MBA program was changed to a new curriculum in Fall 2015. When the new program was discussed and implemented, the MBA Committee dedicated itself to continuing the assurance of learning process, and to improve on it where possible. The Committee began at the school's mission, the objectives and learning goals of the MBA program, and then identified what core courses (common to all students) reflected same for assessment. In fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and in spring 2016 first implemented that process. Results will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop. Every outcome is assessed at least twice. Because the process was finalized in Fall 2015, there are no results to report for that semester. (06/06/2016) <b>Related Documents:</b> <a href="#">2015-2016 MBA Curriculum Mapping.pdf</a></p>	<p><b>Actions:</b> A baseline will be drawn in spring 2016 based on the results from that semester. In addition, because the Committee is committed to continual improvement, the MBA director and graduate assistant conducted research during 2015-2016 regarding other assessment methods and tools. As a result, the committee will consider concurrent probationary implementations of third party entrance and exit exams over the 2016-2017 academic year in order to determine if these are feasible alternatives to internal measures of assurance of learning. (06/06/2016)</p>
		<p><b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Inconclusive</p>	

Outcomes	Assessment Methods	Results	Actions
		<p>Not undertaken. (09/28/2015)</p> <p><b>Notes:</b> This assessment item was not undertaken in Spring 2015 as curriculum change beginning Fall 2015 has removed the MKT699 course and all current students transitioned to the new curriculum. This assessment item will be addressed by the MBA committee in Fall 2015.</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>For Fall 2014, 18 students were evaluated by the course instructor and by business advisors who spent time with the groups. The project requires students to locate research information through Internet sources:</p> <ul style="list-style-type: none"> <li>• 18 out of 18 (100%) scored 80% or greater</li> <li>• 0 out of 18 (0%) scored between 70% and 79%</li> <li>• 0 out of 18 (0%) scored below 70% (04/16/2015)</li> </ul>	<p><b>Actions:</b> The project for this course once again required students to engage in significant research as they developed a business plan to be presented to MBA alumni, who served as the audience and evaluators of the plan. Overall, students performed very well. This use of business tools and processes will continued to be emphasized in future MKT699 courses. (04/16/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>For Spring 2014, 19 students were evaluated by the course instructor and by business advisors who spent time with the groups. The project requires students to locate research information through Internet sources. Of the 19 students, 16 (84.2%) scored 80% or greater, 2 (10.5%) scored between 70% and 79%, and 1 (5.3%) scored below 70%. (10/09/2014)</p>	<p><b>Actions:</b> The project was changed soewhat so that less technology/tools were used. This will be addressed with the course instructor so that more technology/tools requirements will once again be included going forward. (10/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>For Fall 2013, students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. The project requires students to locate research information through Internet sources. The project also requires students use Excel to analyze information, and PowerPoint to prepare and deliver their presentation. (04/09/2014)</p>	<p><b>Actions:</b> MBA students continue to demonstrate strong use of technology and other business tools. No changes are planned at this time. (04/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>For Spring 2013, students scored 80% or higher in</p>	<p><b>Actions:</b> MBA students continue to demonstrate strong results for this area. The methods used</p>

Outcomes	Assessment Methods	Results	Actions
		<p>evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. The project requires students to locate research information through Internet sources. The project also requires students use Excel to analyze information, and PowerPoint to prepare and deliver their presentation. (10/22/2013)</p>	<p>appear to be effective in helping to measure students on these issues and will continue to be used. (10/22/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  For Fall 2012, students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. The project requires students to locate research information through Internet sources. The project also requires students use Excel to analyze information, and PowerPoint to prepare and deliver their presentation. (04/23/2013)  <b>Notes:</b> MBA students continue to demonstrate strong results for this area. The methods used appear to be effective in helping to measure students on these issues and will continue to be used.</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. The project requires students to locate research information through Internet sources. The project also requires students use Excel to analyze information, and PowerPoint to prepare and deliver their presentation. (10/15/2012)</p>	<p><b>Actions:</b> MBA students continue to demonstrate strong results for this area. The methods used appear to be effective in helping to measure students on these issues and will continue to be used. (10/15/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. The project requires students to locate research information through Internet sources. The project also requires students use Excel to analyze information, and PowerPoint to prepare and deliver their presentation. (06/04/2012)</p>	<p><b>Actions:</b> MBA students continue to demonstrate strong results for this area. (06/04/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met</p>	<p><b>Actions:</b> The one area for</p>



Outcomes	Assessment Methods	Results	Actions
		Students scored 80% or higher in evaluation prepared by the course instructor and by business advisors who served as the audience for each presentation. The project requires students to locate research information through Internet sources. The project also requires students use Excel and PowerPoint to analyze information and prepare and deliver their presentation. (09/21/2011)	improvement is with the rubric used by the instructor. For future presentations the rubric will be expanded to capture more detail associated with this learning goal. (09/21/2011)
<p><b>Decision Making</b> - Students will demonstrate an ability to integrate decision making across all business functions to develop effective strategies.</p> <p><b>Outcome Status:</b> Active: Assessing</p> <p><b>Outcome Type:</b> Learning</p>	<p><b>Embedded Course Assessment</b> - Assessments delivered by course instructors as part of required coursework or testing.</p> <p><b>Criterion:</b> 80% of the students will score at least an 80% on the final project.</p> <p><b>Schedule:</b> Every semester.</p>	<p><b>Reporting Period:</b> 2015-2016</p> <p><b>Result Type:</b> Inconclusive</p> <p>The entirety of the MBA program was changed to a new curriculum in Fall 2015. When the new program was discussed and implemented, the MBA Committee dedicated itself to continuing the assurance of learning process, and to improve on it where possible. The Committee began at the school's mission, the objectives and learning goals of the MBA program, and then identified what core courses (common to all students) reflected same for assessment. In fall 2015 the Committee developed the new assurance of learning process for the new MBA program curriculum and in spring 2016 first implemented that process. Results will be tabulated and evaluated by the Committee when it next meets in Fall 2016 at the beginning of the 2016-2017 academic year. At that point the program will close the feedback loop. Every outcome is assessed at least twice. Because the process was finalized in Fall 2015, there are no results to report for that semester. (06/06/2016)</p> <hr/> <p><b>Reporting Period:</b> 2014-2015</p> <p><b>Result Type:</b> Inconclusive</p> <p>Not undertaken. (09/28/2015)</p> <p><b>Notes:</b> This assessment item was not undertaken in Spring 2015 as curriculum change beginning Fall 2015 has removed the MKT699 course and all current students transitioned to the new curriculum. This assessment item will be addressed by the MBA committee in Fall 2015.</p> <hr/> <p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>For Fall 2014, 18 out of 1 students (100%) scored 80% or higher in evaluation prepared by the course instructor and business advisors who served as the audience for each</p>	<p><b>Actions:</b> A baseline will be drawn in spring 2016 based on the results from that semester. In addition, because the Committee is committed to continual improvement, the MBA director and graduate assistant conducted research during 2015-2016 regarding other assessment methods and tools. As a result, the committee will consider concurrent probationary implementations of third party entrance and exit exams over the 2016-2017 academic year in order to determine if these are feasible alternatives to internal measures of assurance of learning. (06/06/2016)</p> <hr/> <p><b>Actions:</b> Results continue to show that students perform well on issues related to decision making on this project. The MBA program will continue to monitor this.</p>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		presentation. (04/15/2015)	(04/15/2015)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met For Spring 2014, 19 out of 19 students (100%) scored 80% or higher in an evaluation prepared by the course instructor and business advisors who served as the audience for each presentation. (10/09/2014)	<b>Actions:</b> Scores for this have remained consistent for many years. The project approach remains a valuable learning method and also an excellent way for students to engage alumni. Future plans are to continue to use this approach. (10/09/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluation prepared by the course instructor and business advisors who served as the audience for each presentation. (04/09/2014)	<b>Actions:</b> Student performance as evaluated by instructor and business advisors continues to be very strong. No changes are planned. (10/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluation prepared by the course instructor and business advisors who served as the audience for each presentation. (10/22/2013)	<b>Actions:</b> Scores for this have remained consistent for many years. The project approach remains a valuable learning method and also an excellent way for students to engage alumni. Future plans are to continue to use this approach. (10/22/2013)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluation prepared by the course instructor and business advisors who served as the audience for each presentation. (04/23/2013)	<b>Actions:</b> Student teams continue to perform very well on the time-compressed project that is the key element of this course. Business advisors continue to enjoy their experience and have favorable comments on the students' efforts. Future plans are to move this course to summer term. (10/27/2014)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluation prepared by the course instructor and business advisors who served as the audience for each presentation. (10/15/2012)	<b>Actions:</b> Student teams continue to perform very well on the time-compressed project that is the key element of this course. Business advisors are especially pleased with the efforts they experienced.

Outcomes	Assessment Methods	Results	Actions
			Future plans are to continue with the learning model that is now in place. (10/15/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluation prepared by the course instructor and business advisors who served as the audience for each presentation. (06/04/2012)	<b>Actions:</b> Student teams continue to perform very well on the time-compressed project that is the key element of this course. Business advisors are especially pleased with the efforts they experienced. Future plans are to continue with the learning model that is now in place. (06/04/2012) <b>Actions:</b> Student teams continue to perform very well on the time-compressed project that is the key element of this course. Business advisors are especially pleased with the efforts they experienced. Future plans are to continue with the learning model that is now in place. (06/04/2012)
		<b>Reporting Period:</b> Prior to 2014 -2015 <b>Result Type:</b> Criterion Met Students scored 80% or higher in evaluation prepared by the course instructor and business advisors who served as the audience for each presentation. (09/21/2011)	<b>Actions:</b> The one area for improvement is with the rubric used by the instructor. For future presentations the rubric will be expanded to capture more detail associated with this learning goal. (09/21/2011)
<b>Satisfaction</b> - Students will exhibit an overall satisfaction of the program, the teaching methods utilized and advising. <b>Outcome Status:</b> Active: Assessing <b>Outcome Type:</b> Programmatic	<b>Survey</b> - EBI Benchmarking Survey <b>Criterion:</b> WCU mean will be equal to or above the select six in factors 1, 2, 4, 5, 6, 7, and 16 <b>Schedule:</b> Once a year.	<b>Reporting Period:</b> 2015-2016 <b>Result Type:</b> Inconclusive The EBI Benchmarking Survey is completed in Spring every year. The survey was not completed in fall 2015. (06/06/2016) <b>Reporting Period:</b> 2014-2015 <b>Result Type:</b> Criterion Not Met Factor 1: WCU scored 5.69; select six scored 5.47 Factor 2: WCU scored 5.01; select six scored 5.18 Factor 4: WCU scored 6.10; select six scored 5.68	<b>Actions:</b> The Survey will be completed in the Spring 2016 report, after the Survey results are made available in Summer 2016. (06/06/2016) <b>Actions:</b> Factor 2 (grading and student interaction) did not meet the criterion. All other factors meet the criterion. The committee will monitor this factor

Outcomes	Assessment Methods	Results	Actions
		<p>Factor 5: WCU scored 6.03; select six scored 5.67  Factor 6: WCU scored 4.32; select six scored 3.97  Factor 7 : WCU scored 4.74; select six scored 4.43  Factor 16: WCU scored 6.32; select six scored 5.60  (09/28/2015)</p> <p><b>Notes:</b> Factor 2 was not met. All other factors were met.  <b>Related Documents:</b>  <a href="#">EBI 2015 Report.pdf</a></p>	<p>in light of the revised curriculum in order to determine if this issue persists in the new curriculum in fall 2015. (09/28/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 - 2015  <b>Result Type:</b> Inconclusive  THIS MEASURE REPORTS IN FALL TERM FOR PREVIOUS YEAR. (04/15/2015)</p>	<p><b>Actions:</b> Will be reported in Fall 2015. (04/15/2015)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Criterion Met  Factor 1: WCU scored 5.88; select six scored 5.35  Factor 2: WCU scored 5.75; select six scored 5.34  Factor 4: WCU scored 6.33; select six scored 5.35  Factor 5: WCU scored 6.48; select six scored 5.71  Factor 6: WCU scored 4.73; select six scored 3.89  Factor 7 : WCU scored 5.17; select six scored 4.60  Factor 16: WCU scored 6.40; select six scored 5.92  (10/09/2014)</p>	<p><b>Actions:</b> The WCU MBA showed improvement in all factors compared to 2013-14. It appears students continue to remain highly satisfied with the program. This is particularly evident with Factor 16, which is a measure of Overall Program Satisfaction. We will continue to monitor the results of each of these factors. (10/09/2014)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Inconclusive  This measure is obtained once per year and is entered in TracDat with the spring semester results. (04/09/2014)</p>	
		<p><b>Reporting Period:</b> Prior to 2014 -2015  <b>Result Type:</b> Inconclusive  On the updated EBI survey there were significant changes in all Factors. However, some comparisons may be made. For the eight factors that measure satisfaction the WCU MBA scores compared to select six are:  Factor 1: WCU scored 5.32; select six scored 5.62  Factor 3 (now Factor 2): WCU scored 5.75; select six scored 5.89  Factor 4 (now Factor 7): WCU scored 5.09; select six scored 5.34  Factor 6: no longer reported separately.</p>	<p><b>Actions:</b> Despite the many changes that have taken place in the EBI survey between 2012 and 2013, it does appear that students remain satisfied with the program. Factor 15 (now Factor 18) is a measure of Overall Program Satisfaction and does show students are highly satisfied with the WCU MBA. Additionally, the updated EBI survey does include several new measures including a</p>

Outcomes	Assessment Methods	Results	Actions
		<p>Factor 7: no longer reported separately.</p> <p>Factor 9 (now Factor 5): WCU scored 5.66; select six scored 5.86</p> <p>Factor 10: no longer reported separately.</p> <p>Factor 15 (now Factor 18): WCU scored 5.94; select six scored 5.68 (10/22/2013)</p>	<p>new Overall Satisfaction measure where WCU scored 6.48 vs. the select six 6.03. Because of the changes in the survey the MBA committee will need to address this and adjust the measures that will be used in the coming year. (10/22/2013)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>For the eight factors that measure satisfaction, the WCU MBA scores compared to select six are:</p> <p>Factor 1: WCU scored 5.96; select six scored 5.48</p> <p>Factor 3: WCU scored 6.40; select six scored 5.90</p> <p>Factor 4: WCU scored 6.14; select six scored 5.24</p> <p>Factor 6: WCU scored 5.89; select six scored 4.68</p> <p>Factor 7: WCU scored 6.27; select six scored 5.32</p> <p>Factor 9: WCU scored 6.48; select six scored 5.10</p> <p>Factor 10: WCU scored 5.48; select six scored 4.68</p> <p>Factor 15: WCU scored 5.64; select six scored 4.58 (10/15/2012)</p>	<p><b>Actions:</b> Overall the WCU MBA continues to receive strong student evaluations and continues to exceed the select 6. All values exceeded scores from the previous year. The program will continue to evaluate these measures. (10/15/2012)</p>
		<p><b>Reporting Period:</b> Prior to 2014 -2015</p> <p><b>Result Type:</b> Criterion Met</p> <p>For the eight factors that measure satisfaction the WCU MBA scores compared to select six are:</p> <p>Factor 1: WCU scored 5.71; select six scored 5.43</p> <p>Factor 3: WCU scored 6.16; select six scored 5.85</p> <p>Factor 4: WCU scored 5.83; select six scored 5.45</p> <p>Factor 6: WCU scored 5.09; select six scored 4.72</p> <p>Factor 7: WCU scored 6.03; select six scored 5.12</p> <p>Factor 9: WCU scored 6.22; select six scored 5.39</p> <p>Factor 10: WCU scored 5.20; select six scored 4.73</p> <p>Factor 15: WCU scored 5.14; select six scored 4.56 (09/21/2011)</p>	<p><b>Actions:</b> Overall the WCU MBA continues to score above or equal to the select six schools for all items. The program will continue to monitor these factors for the coming year. (09/21/2011)</p>