Standard #4 Measurement and Analysis of Student Learning and Performance Use this table to supply data for Criterion 4.2.

Performance	Definition						
Indicator 1. Student Learning	A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two:						
Results	professionar performance, receivance examination): And these to the description of the measurement in column two. Analysis of Results						
Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparitive.	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)		
Accounting Option Measures	compantive						
	ETS- Test - utilizing the overall percentile by option	2014- Current results is 85, down from 95. 2016- Current results jumped to 98, a very good result.	2014- The score is still strong, above 80. A decline was not unexpected given the high result in the last administration. This is a routine item, every two years, so we will get another reading in 2016. 2016 - we are satisfied, but it is difficult to maintan a nearly perfect result.	2014- Wait for the next administration. 2016-ETS is administered every two years.	ETS- Overall - By Option 120 100 80 60 40 40 Coverall BUAD Accounting Finance Management Marketing 2016 2020 55 80 95 40 30 2016 2016 55 95 99 43 34 2016 59 98 59 53 49		
	Use this chart for all ETS results discussed below.	Use this chart for all ETS results discussed below.	Use this chart for all ETS results discussed below.	Use this chart for all ETS results discussed below.	ETS-Accounting Students by Subject 120 100 80 60 40 40 2012 2014 2016 0 100 100 100 100 100 100 100 100 10		
LO1 - Integrating Across Disciplines- Utilizes ETS Business Test - Economics Score	Summative, External Comparative Data prior two administrations	2014 - Significant Decline from 2012 - Score in 2014 is 61 compared to 94 in 2012 and even the 85 in 2010. 2016 - The economics score improved to over 70th,	uneven, see other options on other tabs. There has not been a change in the economics courses	2014-The foundation block has been in place for three years. The C-requirement in ECON 101 and 102 should improve this score. While this does not explain the recent decline, it is a curricular improvement. The next administration will be informative. 2016 As predicted the change to the C-rule has worked its way through to the graduating seniors.			

LO2-Analytical Ability- Measure - ETS-Business Test- Quantitative Business Analysis score	prior two administrations	2014 - Small decline. The 2014 score of 78 is below the 91 from 2012. 2016-After three results showing a decline, a marked improvement returning to over 70th.	2014- Results on this test were lower across all options. We note, in particular the finance result (see next tab) which had even a more precipitous decline. Since there has been no change in requirements, we cannot explain this decline. 2016- Accounting improvement is significant, goal will remain 80th.	The curriculum change recommended to the Joint Curriculum Committee for a Com MATH 235 partially addresses this. We have also purchased drill-down item analysis from ETS. We will have to wait for another administration to determine if this is a problem that needs further adjustments. 2016-We never got the Cin Math 235 approved, but at least for accounting this improvement makes it	See chart above
LOAD OF THE STATE	C	2014 Control High or 6		moot.	
LO4-Professional Skills-ETS Business Test- Accounting Score	Summative, External Comparative Data prior two administrations	2014 - Continued high performance - 99th percentile in 2014 is consistent with 2012. 2016-Performance remains at 99th.	Strong performance	2014- While the result is near perfrect, we can use the drill-down item analysis to see if there are any suggested content. 2016- The University did buy the extra data to perform the drill down, in the case of accounting there were no suggestions for content changes.	See chart above
	Summative, External Comparative Data prior two administrations	is down from 99 in 2012. The score was down for all students overall.	2014-Poor performance is a concern. This score declined across all BLOJ Students. The up and down nature of this is also puzzling, we are using the drill-down item analysis provided by ETS to help in diagnosis; 2016-For accounting this result returns to the average, but for the program as a whole, the result is still down data and law was included. Please see the closing the loop document on BUAD 202 content.	areas of improvement - see BUAD 202 in	See chart above
	Summative, External Comparative Data prior two administrations	2014- Current score is 51. 2016 - Current score is 99th.	2014 - Signfcant decline - 2014 is 51 compared to 88 in 2012. The accounting option utilizes IFRS to address "internationalizing." This result raises concern about this choice as the sole solution. 2016- We cannot fully explain the 2014 result, but the return to 99th suggests that IFRS had to work its way through to the graduating seniors to affect the result.	2014-The Accounting/Finance curriclum committee is considering requiring BUAD 344 International Finance as a "required elective." 2016- No change in curriculum is needed.	See chart above
	Summative- Internal- Self Reported Survey- Comparative prior administrations	2014- Strong results:Fall 2014 scores on LifeLong Learning - 50, Integration across disciplines- 100. 2016- The result remains strong, life long learning now over 80%, integration remains 100%.	2014- Overall a slight decline-	2014- As discussed elsewhere, the question on the survey covers three areas: 1) economics, 2) global(aration, 3) challenging competitive market, these need to be separated in future surveys. 2016- The survey has not yet been changed. Still on the agenda.	Accounting Integrating Across Disciplines ## Spring 2013 ## Fall 2013 ## Fall 2014 ## Fall 2014 ## Fall 2016 ## Spring 2014 ## Fall 2016 ## Spring 2014 ## Fall 2016 ## Fall 2016 ## Spring 2013 ## Fall 2016 ## Fall 2016 ## Spring 2013 ## Fall 2016 ## Fall 2016 ## Spring 2014 ## Fall 2016 ## Fall 2016 ## Spring 2014 ## Fall 2016 ## Fall 2016 ## Spring 2014 ## Fall 2016 ## Fall 201

LO2-Analytical Ability - Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	2014- Good results - Quantitative and Qualitative Problem Solving - 2014 score- 95, Decision-Making under Uncertainty - 2014 score - 88. Both show improvement. 2016 Results at 100%.	2014- QBA up a little, but it was already over 90, now 95. Decision-making under uncertainty also improved. 2016- No change.	2014-This result is not in agreement with the ETS Score, but is more in agreement with the ETS Score, but is more in agreement with the Employer survey. The ETS drill-down item analysis will help in the analysis. 2016- The ETS score is now in agreement. Strong performance - no change suggested.	Accounting - Analytical and Problem Solving Skills Spring 2013
LO3-Communication Skills- Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	2014- Current scores are: Oral and Written communication-90, communication under uncertainty 95, collaboration-89, 2016- The results for 2016 include isolating written and oral communication. We display just the written and oral for Spring 2016 - more results will be posted shortly.	2014- Overall, slight improvement all scores over 80.2016 - The 2016 scores remain over 80%, the written and oral averaged 80%.		Accounting - Communication Skills Accounting - Communication Skills Spring 2013 Fall 2013 Spring 2014 Fall 2014 Skills: Communication to develop and deliver a using persuasive presentation, both written and oral.
LO4-Professional Skills- Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	2014 - Current Scores: Plan and Organize group work: 86, Leadership skills - 85, I am prepared -90, 2016 - The current scores show a slight decline - particularly in prepared for my field.	2014- Each measure shows slight improveent, all over 80. 2016 - The overall Score remains acceptable, but the result for preparation in my field is now at 75%.	2014- This is collected routinely as part of the graduating senior survey, but it can be placed on the 2 year cycle for monitoring. 2016- The accounting faculty have initiated a professionalism component in intermediate, cost and auditing, emphasizing the role of professional certifications in the accounting career path.	Accounting - Professional Skills Spring 2013
LOS- Ethics- Measure Graduating Senior Survey	Summative- Internal - Self Reported Survey- Comparative prior administrations	2014- Improvement on both measures. Volunteerism - 50, Ethical Decision-Making - 100, 2016- After four results of improvement in the ethical decision making score, it fell. It is still over 80%.	2014- Both are improvements- ethical decision-making is now at 100, but this is inconsistent with the ETS-Ethics score-see above. 2016 - The slight decline in the ethical decision making is mitigated by the stronger performance on the ETS test, the result is still over 80%.	2014 - See discussion under general program measures, this result is not supported by the ETS results even for accounting majors. Use of the drill-down titem analysis in ETS is planned. 2016 - The data drill down that we performed identified one area only that receives less coverage than the ETS test results would imply, labor law. Ethics and social responsibility is adequately covered across the curriculum. During the last two years we have improved coordination across all sections of BUAD 202, and the second law class, BUAD 302 has had its content altered to align with CPA preparation	Accounting - Ethics and Social Responsibility Accounting - Ethics and Social Responsibility Spring 2013 Fall 2013 Fall 2014 Fall 2014 Fall 2016 Spring 2013 Fall 2014 Fall 2016 Spring 2013 Fall 2014 Fall 2016 Spring 2013 Fall 2014 Fall 2014 Fall 2016 Spring 2013 Fall 2014 Fall 2014 Fall 2014

apply time value of money to bond pricing and amortizalton	Formative-Internal - Course measured - exam question on bond pricing and amortization - Comparitive prior administrations. Measures are Percentage score on the question and the percentage of students that earned at least a 75%.	measure 81, and the percentage of students scoring at least 75% was 70.2016 - The Spring 2016 result showed a marked decline after three results showing improvement.	2014- Very consistent results - slightly down from the Fall 2012 administration, but consistent with Fall 2013. 2016- The decline to less than 60% was troubling, see next cell.	2014- Continued emphasis - one year ago added a WileyPlus online question more appropriate for this measure. Performance is holding, further testing is needed. 2016- The low result triggered a discussion among the accounting faculty on time value coverage. Expanded coverage in three prerequisite courses were identified, BUAD 161, 162, 361 and one other accounting course BUAD 364.	Embedded - Bond Pricing 0.9 0.8 0.7 0.6 0.5 0.4 0.3 0.2 0.1 0
LOZ-Analytical Ability - Course Embedded - BUAD 362-Students will demonstrate ability to produce a professional cash flow statement	Formative-Internal - Course measured - exam question requiring the creation of a Cash Flow Statement- Comparitive prior administrations. Measures are Percentage score on the question and the percentage of students that earned at least a 75%.	2014 Spring 2014 score on the measure 85, and the percentage of students scoring at least 75% was 81.2016 - Result remain over 80%.	2014- Very consistent results - slightly down from the Fall 2012 administration, but higher than Spring 2012 and higher than the average of the Spring/Fall average 2016- Remains acceptable.	2014- Place on the 2 year cycle. 2016 - No change.	Accounting-Cash Flow 1
IQ2-Analytical Ability- Course Embedded- BUAO 461 Students will be able to prepare a professional case for submission in auditing	Formative-Internal - Course measured - Students will prepare a professional case for submission in auditing-Comparitive prior administrations. Measures are Percentage score on the question and the percentage of students that earned at least a 75%.	2014 Spring 2014 score on the case submission was 78. The percentage of students who earned at least a 75% was 95.2016. Slight improvement on the average, slight decline in the percent over 75%.	the results remain strong.	2014 - Place this on the 2 year cycle and replace with a case analysis on a udit problems. 2016 - remain on 2 year cycle, see the next line for the new assessment on audit problems.	Accounting - Inventory Case Presentation 1 0.8 0.6 0.4 0.2 0.2 0.5 Sprig 2012 Fall 2012 Spring 2013 Fall 2013 Spring 2014 Spring 2016
LO2-Analytical Ability - Course Embedded- Bulot 64.61 Students will be able to prepare a professional case for submission in auditing	Formative-Internal - Course measured - Students will prepare a professional case for submission in auditing- Comparitive prior administrations. Measures are Percentage score on the question and the percentage of students that earned at least a 75%.	2016- New Assessment. Students have continued to score in the 80% range with some slight deviation in 2015 and 2016. Not an overall problem.	2016- Strong performance	2016 - Continue on a 2 year cycle.	Embedded - Case Analysis- Audit Problems 12 1 1 0.8 0.6 0.4 0.2 0.5 0.75% 0.7
LO2-Analytical Ability - Course Embedded - BUAD364-Students will demonstrate ability to critically compare cost accounting concepts from various sources.	Formative-Internal - Course measured - a 6-8 page critical analysis/comparison of cost accounting concepts as presented in their primary textbook, and Goldratt's book "The Goal". Measures are average grades on the assignment.	Scores in the Spring and Fall of 2014 were below expectations.	Students have a difficulty in comparing cost accounting concepts from various sources.	In the spring of 2015 included questions on the book "The Goal" on the first exam, and during the semester have engaged students in more classroom analysis, as topics are covered.	18-275 The Goal Paper 75-076 60-076 60-076 50-076 8
LO2-Analytical Ability - Course Embedded - BUAD361-Students will demonstrate ability to evaluate and record a dicounted note.	Formative-Internal - Course measured- final exam question requiring the students to calculate the implicit interest rate on a note, and record all related jpournal entries over the life of the note. Comparitive prior administrations. Measures are Percentage score on the question.	Scores in the Spring 2014 barely met expectations, and the score in the Fall of 2014 was below expectations.	Students have difficulty calculating implied interest rates, and calculating the interest expense on a discount loan.	in the Fall of 2014, Added an Excel assignment that required students to build amortization tables and record journal entries for bonds and amortized loans. In the spring of 2015, revised lecture related problems. I wil continue to monitor.	875 Discounted Note 775 05 05 05 05 05 05 05 05 05 05 05 05 05

LO3-Communication Skills-	Formative-Internal - Course measured -	Other than the Fall of 2014,	A presentation component was	Provide students with a more detailed	95.0% Factory Tour
BUAD 364-Students will be	students will go on a factory tour and	student scores have consistently	added to the assignment in the	presentaion grading rubric.	90.0%
able to propery identify	prepare a written cost analysis -	exceed the assessment goal.	Fall 2014. The decline in Fall 2014		85.0%
	Comparitive prior administrations.		could be the result of unclear		80.0%
period costs in a written	Measures are average grade on the		expectations.		75.0%
analysis.	assignment.				70.0%
					65.0%
					60.0%
					55.0%
					50.0%
					Spring 2013 Fall 2013 Spring 2014 Fall 2014
LO4-Professional Skills-	Formative-Internal - Course measured -	Scores in the Spring 2014 and Fall	Students have difficulty with	Add an additional Excel worksheet on	Depreciation Methods
BUAD 361-Students will	final exam question requiring students	2014 were below expectations.		calculating partial years depreciation	cox .
demonstrate ability to	to caculate depreciation expense using		using the DDB method, and sum	expense.	10%
calculate depreciation	multiple methods, partial years, and		of the year's digits.		40% 30%
expense (including partial	revised asset lives- Comparitive prior				20%
years) using various	administrations. Measures are				10%
depreciation methods.	Percentage score on the question.				Spring 2013 Fall 2013 Spring 2014 Fall 2014
LO4-Professional Skills-	Formative-Internal - Course measured -	Scores in all years are below	Students continue to have	In the Fall of 2014, added an additional	Accounts Receivable
BUAD 361-Students will	final exam question requiring the	expectations, and in the Fall 2014	difficulty calculating adjusting	homework assignment, and spent time	50%
demonstrate ability to	students to perform breakeven analysis-	were far below expectations.	entries using the percentage of	during two class periods covering the	205
analyze A/R and prepare	Comparitive prior administrations.		receivables method.	topic. Considering a multi-part final	20%
adjusting entries for the	Measures are Percentage score on the			exam question to allow more partial	10%
allowance for doubtful	question.			credit.	0% Nerine 2013 Fall 2013 Nerine 2014 Fall 2014
accounts.					
LO4-Professional Skills-		Scores in Fall 2014 were slightly	Students demonstrate strong	Every smester since the spring of 2012,	90,00% Excel Assignments
BUAD 361-Students will	various Excel assignments throughout	below expectations, but the	Excel modling skills.	have increased the number and	85.00%
demonstrate ability to	the semester- Comparitive prior	assessment measure has been a		complexity of the Excel assignments;	80.00%
prepare basic Excel	administrations. Measures are average			from 17 worksheets in 2012 accounting	70,00%
spreadsheets.	grade on the Excel assignments	results column.		for 4% of the overall course grade, to 27	75.00%
	throughout the semester.			worksheets in 2014 accounting for 8% of	60.00%
				the overall course grade.	55,00%
					50.00%
				Monitor for the next few cycles.	Fall 2012 Spring 2013 Fall 2013 Spring 2014 Fall 2014
LO4-Professional Skills-		Scores in Fall 2014 were slightly	Students demonstrate strong	Every smester since the spring of 2013,	90.0% Excel
BUAD 364-Students will	various Excel assignments throughout	below expectations, but the	Excel modling skills.	have increased the number and	70.0%
demonstrate ability to		assessment measure has been a		complexity of the Excel assignments;	60.0%
prepare complex Excel		moving target. See the analysis of		from 12 worksheets in 2013 accounting	50.0%
models.	prior administrations. Measures are	results column.		for 8% of the overall course grade, to 20	40.0% Excel Homework
	average grade on the Excel assignments			worksheets (with increasing complexity)	30.0%
	throughout the semester, and on			in 2014 accounting for 20% of the	20.0%
	interim exams.			overall course grade. This include an	10.0%
				Excel component on each exam.	0.0% Spring 2013 Fall 2013 Spring 2014 Fall 2014
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		1	I	Monitor for the next few cycles.	