

**Standard #4 Measurement and Analysis of Student Learning and Performance**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																
<b>1. Student Learning Results</b>	A student learning outcome is one that measures a specific competency attainment. <i>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.</i> Add these to the description of the measurement instrument in column two:																
		<b>Analysis of Results</b>															
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement made</b>	<b>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</b>												
<b>Measurable goal</b>	Do not use grades.	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>													
<b>What is your goal?</b>	(Indicate type of instrument) direct, formative, internal, comparative																
<b>LO2- BUAD 358 - Course embedded. At least 70% of the students will score above70. This measurement started after the Self-Study year</b>	<b>Homework assignment on LP Model Formulation. Direct, formative, and internal. Every semester beginning with 2014/2015</b>	Fall 2015- 65, Spring 2016- 88, Spring 2017- 77	Good result- no improvement needed on this measure	The assignment will continue but monitoring will be on the 2 year cycle.	<p align="center"><b>LP- Model Formulation</b></p> <table border="1"> <caption>LP- Model Formulation Data</caption> <thead> <tr> <th>Year</th> <th>Number of Students over 70</th> <th>Percentage of Students over 70</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>25</td> <td>65</td> </tr> <tr> <td>Spring 2016</td> <td>30</td> <td>85</td> </tr> <tr> <td>Spring 2017</td> <td>25</td> <td>70</td> </tr> </tbody> </table>	Year	Number of Students over 70	Percentage of Students over 70	Fall 2015	25	65	Spring 2016	30	85	Spring 2017	25	70
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<b>LO4- BUAD 358 - Course embedded. At least 70% of the students will score above70. This measurement started after the Self-Study year</b>	<b>Homework assignment on LP Computer Solution. Direct, formative, and internal. Every semester beginning with 2014/2015</b>	Fall 2015- 65, Spring 2016- 86, Spring 2017- 57	The results are erratic.. Further analysis tells that many students could not convert an equation into a standard form in order to enter the data to the computer software. The reason might be they took College Algebra course at the freshman year. A review of basic algebraic skills should help students improve in the future. Another possible reason is lower average SAT scores were reported for incoming freshman a couple of years ago, and they were supposed to take this course at this time.	Course change -The assignment will continue.	<p align="center"><b>LP Computer Solution</b></p> <table border="1"> <caption>LP Computer Solution Data</caption> <thead> <tr> <th>Year</th> <th>Number of Students over 70</th> <th>Percentage of Students over 70</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>25</td> <td>65</td> </tr> <tr> <td>Spring 2016</td> <td>30</td> <td>85</td> </tr> <tr> <td>Spring 2017</td> <td>25</td> <td>60</td> </tr> </tbody> </table>	Year	Number of Students over 70	Percentage of Students over 70	Fall 2015	25	65	Spring 2016	30	85	Spring 2017	25	60
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<b>LO4- BUAD 358 - Course embedded. At least 70% of the students will score above70. This measurement started after the Self-Study year</b>	<b>Homework assignment on LP-Sensitivity Analysis. Direct, formative, and internal. Every semester beginning with 2014/2015</b>	Fall 2015- 65, Spring 2016- 88, Spring 2017- 83	Good results - last two administrations are above 80%.	Course change -The assignment will continue.	<p align="center"><b>LP- Sensitivity Analysis</b></p> <table border="1"> <caption>LP- Sensitivity Analysis Data</caption> <thead> <tr> <th>Year</th> <th>Number of Students over 70</th> <th>Percentage of Students over 70</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>25</td> <td>65</td> </tr> <tr> <td>Spring 2016</td> <td>30</td> <td>85</td> </tr> <tr> <td>Spring 2017</td> <td>30</td> <td>80</td> </tr> </tbody> </table>	Year	Number of Students over 70	Percentage of Students over 70	Fall 2015	25	65	Spring 2016	30	85	Spring 2017	30	80
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**LO3-BUAD 251 - Course embedded. Improve to at least 80% average on final paper**

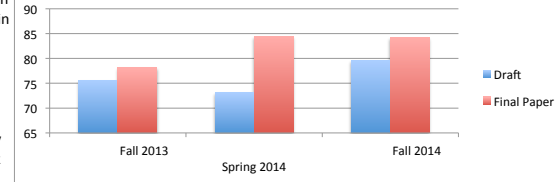
Formative - internal: Term Writing Project - course contains a W status, requiring 2500 words of revised prose.

Fall 2014 - average grade on final paper had remained above 80% for second time.

Good performance, and would have been higher if it were not for some plagiarism which lowered the Fall 2014 results slightly

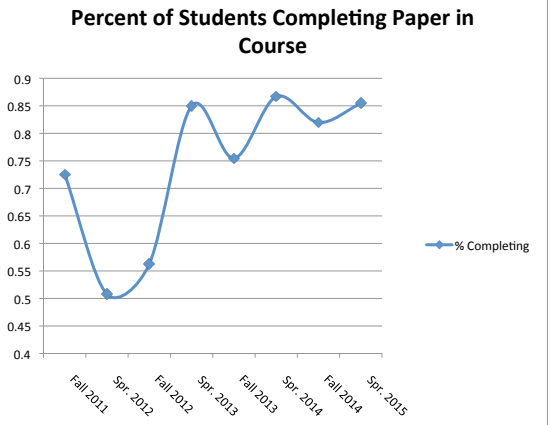
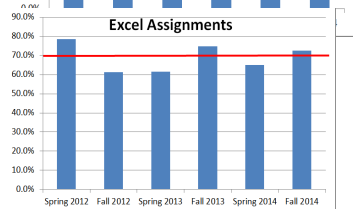
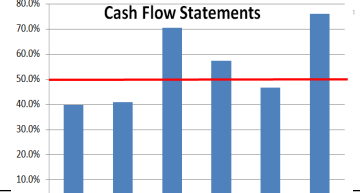
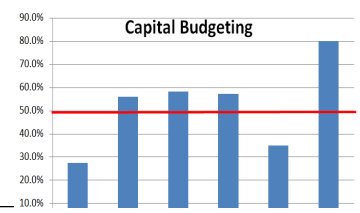
Additions to the process over the last several semesters included: Fall 2013- included input from Librarian Scott Anderson to assist students in identifying professional and academic sources, also the assignment materials were upgraded. Fall 2014 to prevent procrastination grading on initial submissions was increased slightly to insure students began the work in a timely way.

**Writing in BUAD 251**



<p><b>LO2-Analytical Ability - Course Embedded - BUAD 162-Students will demonstrate ability to perform breakeven analysis</b></p>	<p>Formative-Internal - Course measured - final exam question requiring the students to perform breakeven analysis- Comparative prior administrations. Measures are Percentage score on the question.</p>	<p>Scores in Spring 2014 were far below expectations. In the Fall 2014, students met the assessment goal.</p>	<p>In the Spring 2014 added additional opportunities for students to earn mastery points (Interactive Prieviews) towards their final grade. In retrospect, the points were too generous, as roughly 16% of students skipped the problem section of the final exam. In addition, too many classes were canceled due to snow.</p>	<p>In the Fall 2014, capped the mastery points for interactive previews, switched from two to three interim exams, and add additional breakeven assignments.</p>	<table border="1"> <caption>Breakeven Analysis Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>28%</td> </tr> <tr> <td>Fall 2012</td> <td>38%</td> </tr> <tr> <td>Spring 2013</td> <td>52%</td> </tr> <tr> <td>Fall 2013</td> <td>42%</td> </tr> <tr> <td>Spring 2014</td> <td>15%</td> </tr> <tr> <td>Fall 2014</td> <td>52%</td> </tr> </tbody> </table>	Semester	Score	Spring 2012	28%	Fall 2012	38%	Spring 2013	52%	Fall 2013	42%	Spring 2014	15%	Fall 2014	52%
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<p><b>LO2-Analytical Ability - Course Embedded - BUAD 162-Students will demonstrate ability to identify product and period costs and analyze basic cost flows for a manufacturing company.</b></p>	<p>Formative-Internal - Course measured - final exam question requiring the students to perform breakeven analysis- Comparative prior administrations. Measures are Percentage score on the question.</p>	<p>Scores in Spring 2014 were far below expectations. In the Fall 2014, students met the assessment goal.</p>	<p>Needed to add more emphasis on cost flows within a manufacturing environment. The observations regarding mastery points also apply.</p>	<p>In the Fall 2014, added an Excel cost flow diagram assignment for chapter 2, and created new classroom problems for chapters 3 and 4, to specifically incorporate cost flow diagrams into Activity Based Costing (3), and Process Costing (4). In addition, capped the mastery points for interactive previews, and switched from two to three interim exams.</p>	<table border="1"> <caption>Cost Flows Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>18%</td> </tr> <tr> <td>Fall 2012</td> <td>52%</td> </tr> <tr> <td>Spring 2013</td> <td>55%</td> </tr> <tr> <td>Fall 2013</td> <td>45%</td> </tr> <tr> <td>Spring 2014</td> <td>10%</td> </tr> <tr> <td>Fall 2014</td> <td>52%</td> </tr> </tbody> </table>	Semester	Score	Spring 2012	18%	Fall 2012	52%	Spring 2013	55%	Fall 2013	45%	Spring 2014	10%	Fall 2014	52%
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<p><b>LO3-Communication Skills- BUAD 162-Students will be able to properly identify various types of product and period costs in a written analysis.</b></p>	<p>Formative-Internal - Course measured - students will go on a factory tour and prepare a written cost analysis - Comparative prior administrations. Measures are average grade on the assignment.</p>	<p>scores have consistently exceed the assessment goal.</p>	<p>Students are able to properly identify various types of product costs in a written analysis.</p>	<p>No further actions are contemplated, two year cycle.</p>	<table border="1"> <caption>Factory Tours Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>90%</td> </tr> <tr> <td>Fall 2012</td> <td>88%</td> </tr> <tr> <td>Spring 2013</td> <td>87%</td> </tr> <tr> <td>Fall 2013</td> <td>88%</td> </tr> <tr> <td>Spring 2014</td> <td>86%</td> </tr> <tr> <td>Fall 2014</td> <td>87%</td> </tr> </tbody> </table>	Semester	Score	Spring 2012	90%	Fall 2012	88%	Spring 2013	87%	Fall 2013	88%	Spring 2014	86%	Fall 2014	87%
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<p><b>L04-Professional Skills-BUAD 162-Students will demonstrate ability to calculate a project's NPV and calculate it's profitability index.</b></p>	<p>Formative-Internal - Course measured - final exam question requiring the students to perform NPV analysis-Comparative prior administrations. Measures are Percentage score on the question.</p>	<p>Scores in Spring 2014 were far below expectations. In the Fall 2014, students far exceed the assessment goal.</p>	<p>In the Spring 2014 added additional opportunities for students to earn mastery points (Interactive Prieviews) towards their final grade. In retrospect, the points were too generous, as roughly 16% of students skipped the problem section of the final exam. In addition, too many classes were canceled due to snow.</p>	<p>In the Fall 2014, capped the mastery points for interactive previews, switched from two to three interim exams. In addition, students were required to watch on-line time value of money video prior to covering the material in-class, and the Excel timevalue of money assignment was expanded.</p>
<p><b>L04-Professional Skills-BUAD 162-Students will demonstrate ability to prepare a cash flow statement using the indirect method.</b></p>	<p>Formative-Internal - Course measured - final exam question requiring the students to perform breakeven analysis-Comparative prior administrations. Measures are Percentage score on the question.</p>	<p>Scores in Spring 2014 were below expectations. In the Fall 2014, students far exceed the assessment goal.</p>	<p>In the Spring of 2014 added additional opportunities for students to earn mastery points (Interactive Prieviews) towards their final grade. In retrospect, the points were too generous, as roughly 16% of students skipped the problem section of the final exam. In addition, too many classes were canceled due to snow.</p>	<p>In the Spring 2014, revised the homework assignment set for cash flow statements. In the Fall 2014, capped the mastery points for interactive previews, switched from two to three interim exams.</p>
<p><b>L04-Professional Skills-BUAD 162-Students will demonstrate ability to prepare basic Excel spreadsheets.</b></p>	<p>Formative-Internal - Course measured - various Excel assignments throughout the semester- Comparative prior administrations. Measures are average grade on the Excel assignments throughout the semester.</p>	<p>Scores in Spring 2014 were slightly below expectations, but the assessment measure has been a moving target. See the analysis of results column.</p>	<p>While a good result, it is lower than the target, so more work in the class is needed.</p>	<p>Every smester since the spring of 2013, increased the number and complexity of the Excel assignments; from 8 worksheets in 2013 accounting for up to 5% of the overall course grade, to 25 worksheets in 2014 accounting for up to 10% of the overall course grade.</p>
<p><b>Examination Study - Dr. Gary Leinberger - this is not a "learning outcomes" study - but rather an analysis of testing:</b></p>	<p>The number of students completing the course was low and the incoming SAT score was also declining (see table one row below).</p>	<p>Scores on the later class administrations, after 2013 are much better</p>		<p>Several changes in the paper were instituted: the paper was handed in three times instead of the normal two times, the rubric used to grade the paper was expanded (students are given this prior to handing in each section), students were required to hand in two assignments on the results of their SEC downloading of 5 years of accounting data and a sources and uses statement from this data (this is the past was a major hurdle for the first hand-in), the students were provided with two classes with a librarian instead of one class, and the students had to take their papers to the writing center twice (for hand-in two and hand-in three) for grammar and writing.</p>



The next report is from a new assessment started after the self-study: LO4-BUAD 231-Course embedded. Long term goal: at least 80% of the students will score at least 80% on the marketing mix presentation. Started in Fall 2014.

**Team project presentation on Marketing Mix. Direct, formative, internal and comparative. Every semester beginning in 2014/2015.**

Spring 2015 - number  $\geq 80$  - 30 which represented 100%.  
 Fall 2014 - number  $\geq 80$  - 33, which represented 97%. One student didn't participate in the presentations.

Very good - class results from T1 to T2 improved.

Waiting for the third assessment to evaluate, but will also include an evaluation of presentation skills.

