

Program	Objective Assessed	Direct Measure	Direct Measure Results	Indirect Measure	Indirect Measure Results	Proposed Action Items for Assessment Tool	Proposed Action Items for Program	Action Items Implemented This Year	Objective to be Assessed Next Year
AS Business	LO1: Students will correctly <i>analyze</i> and <i>interpret</i> quantitative data as a basis for business decision-making.	Assessed in ACCT220 Take home test See description below for more information.	LO met.	The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.	N/A	As part of the learning objective revision initiative, the department will address indirect assessment of our AS learning objectives.	Faculty should continue to emphasize practice in the use of ratios to evaluate credit and investment risk, both in the classroom and outside projects. If acceptable standards are consistently exceeded in Fall 2016, the department should consider implementing a new assessment instrument related to a managerial accounting topic.	Faculty incorporated an additional component to the Annual Report Project requiring students to analyze the credit and investment risk of two companies, include their analysis in their written report, and include a discussion of their analysis in a class presentation.	The department has decided to revamp and revise the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.
	LO2: Students will <i>apply</i> the concept of elasticity of demand.	Assessed in ECON220 through multiple choice	LO not met.	The department conducts indirect assessment	N/A	As part of the learning objective revision initiative,	<u>Isariyawongse</u> : I plan to incorporate more examples and in-class group	<u>Isariyawongse</u> : I continue to incorporate more examples on elasticity.	The department has decided to revamp and revise

		<p>questions. Reports submitted by Dr. Isariyawongse and Dr. Morrison</p>		<p>of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.</p>		<p>the department will address indirect assessment of our AS learning objectives.</p>	<p>assignment to increase students' understanding. <u>Morrison</u>: Greater use of in-class assignments as well as focusing on interpretation rather than calculation of elasticity of demand.</p>	<p><u>Morrison</u>: Additional class time was devoted to interpreting elasticity of demand, and multiple class in-class assignments/activities were used.</p>	<p>the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.</p>
<p>LO3: Students will <i>apply</i> the supply/demand models for the analysis of economic events.</p>	<p>Assessed in ECON220 & ECON225 <u>ECON220</u>: Assessed in ECON220 through multiple choice questions. Reports submitted by Dr. Isariyawongse and Dr. Morrison <u>ECON225</u>: Assessed through a word problem.</p>	<p>Mixed results. Dr. Morrison and the report for ECON225 reported that LO was not met, while Dr. Isariyawongse reported that LO was met.</p>	<p>The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.</p>	<p>N/A</p>	<p>As part of the learning objective revision initiative, the department will address indirect assessment of our AS learning objectives.</p>	<p><u>Isariyawongse</u>: I plan to continue to include examples and in-class discussion on demand/supply. <u>Morrison</u>: Incorporate more in-class activities on Supply and Demand. <u>ECON225</u>: Include multiple shift question in class exercise, and discuss more during class time.</p>	<p><u>Isariyawongse</u>: Demand/Supply is a topic that I put a lot of emphasis on and spent considerable amount of time on the topic. <u>Morrison</u>: N/A since this is the first time he was tasked with assessing this LO. <u>ECON225</u>: Multiple shifts were included in class discussions but not yet in the class exercise questions. This semester both sections are face-to-face, so there is no problem for students to answer the graph</p>	<p>The department has decided to revamp and revise the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.</p>	

								questions on paper exam.	
	LO 4: Students will <i>apply</i> the concept of time value of money to a business valuation situation.	Students were required to use time value of money tables to compute the cash proceeds received from a bond issuance. The assessment was provided as part of an unannounced in class quiz.	Not met.	The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.	N/A	As part of the learning objective revision initiative, the department will address indirect assessment of our AS learning objectives.	Faculty should provide more opportunities for students to apply these concepts in a classroom situation where faculty are readily available to help them understand the concepts. Beginning in 2016-2017 the department will institute a complete revision of the learning objectives and assessments throughout the department.	N/A since Lo was not assessed last year.	The department has decided to revamp and revise the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.
	LO5: Students will <i>interpret</i> the meaning of the four basic financial reports, which include the income statement, balance sheet, statement of cash flows, and the statement	Students were provided condensed financial reports and asked a series of questions related to the reports. The assessment was provided as part of a take home test.	LO met.	The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However,	N/A	As part of the learning objective revision initiative, the department will address indirect assessment of our AS learning objectives.	The department used the same assessment tool. Beginning in 2016-2017 the department will institute a complete revision of the learning objectives and assessments throughout the department.	The department used the same assessment tool. Beginning in 2016-2017 the department will institute a complete revision of the learning objectives and assessments throughout the department	The department has decided to revamp and revise the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in

	of stockholders' equity.			the assessment process has not been designed to assess our AS learning objectives.					this report will be replaced with new learning objectives.
	LO6: Students will <i>describe</i> the concept of organizational structure, teamwork and communication.	After proper lecture, independent readings, and class discussions, students were asked to complete an independent writing assignment regarding the LO. I embedded this particular LO within the second writing assignment for the course.	LO met.	The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.	N/A	As part of the learning objective revision initiative, the department will address indirect assessment of our AS learning objectives.	I would consider a second method of assessment, perhaps as a set of three multiple choice questions on a written exam.	N/A as this was first time faculty member who taught this class has to assess this objective.	The department has decided to revamp and revise the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.
	LO 7: Students will <i>describe</i> each element of the marketing mix: product, price, promotion and place.	Students were asked to complete an independent writing assignment regarding the LO. I embedded this particular	LO met.	The department conducts indirect assessment of its programs via senior exit interviews	N/A	As part of the learning objective revision initiative, the department will address indirect assessment	I would consider adding a further analysis asking students to provide specific examples, or add a second dimension asking to compare and contrast two	N/A as this was first time faculty member who taught this class has to assess this objective.	The department has decided to revamp and revise the learning objectives for the AS degree. Accordingly,

		LO within the third writing assignment for the course.		and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.		of our AS learning objectives.	similar products/services.		we expect that the learning objectives assessed in this report will be replaced with new learning objectives.
	LO8: Students will <i>produce</i> reports and business correspondence of professional quality.	Assessed in BUAD260 through an essay assignment using an evaluation rubric.	LO met.	The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.	N/A	As part of the learning objective revision initiative, the department will address indirect assessment of our AS learning objectives.	I do not believe the course outline and content coverage needs to be changed in order to improve student performance.	The essay continued to be used as part of an exam rather than as an in-class assignment. This helps to ensure that the students will undertake a reasonable effort when answering the essay question.	The department has decided to revamp and revise the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.
	LO 9: Students will <i>demonstrate</i> competence in	Assessed in CSC1104. Students had to produce a report in	LO met.	The department conducts indirect assessment	N/A	As part of the learning objective revision initiative,	Despite the number of students who did not complete the assignment, the	Since we are meeting this LO and since we assessed this in a class taught by a professor at another	The department has decided to revamp and revise

	the use of productivity software.	Word that demonstrated their mastery Microsoft Word.		of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.		the department will address indirect assessment of our AS learning objectives.	evidence suggests that we are meeting this learning objective.	department, no recommended action items were identified at this time. Furthermore, an additional reason to not identify action items stems from the department's program LO revision initiative, which will likely result in this LO being replaced by new LO's.	the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.
	LO10: Students will <i>identify</i> the difference between legal and ethical decision-making.	Assessed in BUAD260 through three multiple choice questions.	LO met.	The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our AS learning objectives.	N/A	As part of the learning objective revision initiative, the department will address indirect assessment of our AS learning objectives.	I do not believe the course outline and content coverage needs to be changed in order to improve student performance.	The multiple-choice questions continued to be part of an exam rather than an in-class assignment. This helps to ensure that students will undertake a reasonable effort when preparing to answer the questions.	The department has decided to revamp and revise the learning objectives for the AS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.

Department: Business & Economics

Program: BS Business Administration

Program	Objective Assessed	Direct Measure	Direct Measure Results	Indirect Measure	Indirect Measure Results	Proposed Action Items for Assessment Tool	Proposed Action Items for Program	Action Items Implemented This Year	Objective to be Assessed Next Year
BS Business	<p>LO1: Analytical and Collaborative Problem-Solving Skills: Each student can determine and apply appropriate quantitative and analytical skills to solve practical business problems. Each student can function effectively as a team member for collaborative business decision-making.</p>	<p>Various as LO is assessed in the following classes: FIN300 QUAN340 MGMT300 MKTG300 BUAD475 ECON225 ACCT220</p> <p>Measures Used: Case Study Multiple Choice Questions Essays Word Problems Simulation Business Plan</p>	<p>Mixed Results</p> <p>LO Met In: FIN300 MGMT300 MKTG300 ECON225 ACCT220</p> <p>LO Partially Met In: QUAN340</p> <p>LO Not Met In: BUAD475</p> <p>Unusable: ECON225 – due to high number who did not finish essay question</p>	<p>The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our BS learning objectives.</p>	N/A	<p>As part of the learning objective revision initiative, the department will address indirect assessment of our BS learning objectives.</p>	<p>Since LO was met in several classes, many report no change to current teaching methods. Proposed changes mainly suggest that more class time needs to be spent develop skills or knowledge and/or incorporating addition exercises and assignments. Two professors made suggestions outside their class: (1) need to have discussion among faculty as to how knowledge and skills are developed across the curriculum</p>	<p>Many report modifications they made to their classes designed to devote more time to the learning objective or incorporating activities into their classes specifically designed to develop the necessary knowledge and skills.</p>	<p>The department has decided to revamp and revise the learning objectives for the BS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.</p>

							and (2) we need to develop a business writing class.		
	<p>LO2: Discipline Competence: Each student can demonstrate competence in the application of economic, financial, managerial, and marketing knowledge in the analysis of business problems in a global business environment.</p>	<p>Various as LO is assessed in the following classes: ECON220 MKTG300 ECON225 QUAN340 FIN300 MGMT300 ACCT220 BUAD475 ETS-MFT Exam</p> <p>Measures Used: Mult. Choice Word Problem Exam Essays Simulation</p> <p>Faculty responsible for assessing LO in MGMT300 had not submitted assessment report. Report will be updated if/when report is received.</p>	<p>Mixed Results</p> <p>LO Met In: QUAN340 FIN300 MKTG300 ECON220 (Isariyawongse) MGMT300</p> <p>LO Partially Met In: ACCT220</p> <p>LO Not Met In: ECON225 ECON220 (Morrison) BUAD475</p> <p>The ETS-MFT average scores were 147 for fall 2015 and 147 for spring 2016. These scores are consistent with past results.</p>	<p>The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our BS learning objectives.</p>	N/A	<p>As part of the learning objective revision initiative, the department will address indirect assessment of our BS learning objectives.</p>	<p>Many report no changes since the LO was met. Proposed changes in other classes mainly suggest that more class time needs to be spent to develop skills and/or incorporating addition exercises and assignments. Since BUAD475 is capstone course professor suggests that results should be discussed with faculty.</p>	<p>Many report modifications they made to their classes designed to devote more time to the learning objective or incorporating activities into their classes specifically designed to develop the necessary knowledge and skills.</p>	<p>The department has decided to revamp and revise the learning objectives for the BS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.</p>

<p>LO3: Communication Skills. Each student can effectively communicate a complicated business issue in both written and oral form using appropriate presentation technology.</p>	<p>Various as LO is assessed in the following classes: FIN300 BUAD320 MKTG300 BUAD475 BUAD260 BUAD001 <i>See Table 1 Below</i></p> <p>Measures Used: Essay Mult. Choice Presentations Case Study</p> <p>LO is also supposed to be assessed in BUAD160 and BUAD001. This class was taught by adjunct who did not submit report. Assessment report will be revised if submitted.</p>	<p>Mixed Results</p> <p>LO Met in: BUAD320 BUAD475 FIN300 MKTG300 BUAD260</p> <p>LO not met in: BUAD001</p>	<p>The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our BS learning objectives.</p>	<p>N/A</p>	<p>As part of the learning objective revision initiative, the department will address indirect assessment of our BS learning objectives.</p>	<p>Since LO was met in most classes, either minor modifications suggested or no change. Professor who teaches BUAD001 did suggest changes designed to address students' listening skill deficiency.</p>	<p>Many report modifications they made to their classes designed to devote more time to the learning objective or incorporating activities into their classes designed to develop the necessary knowledge and skills.</p>	<p>The department has decided to revamp and revise the learning objectives for the BS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.</p>
<p>LO4 - Competence in the Application of Technology: Each student can demonstrate</p>	<p>Various as LO is assessed in the following classes: BUAD320 QUAN340</p>	<p>LO Met In: BUAD320 QUAN340 BUAD475</p>	<p>The department conducts indirect assessment of its programs</p>	<p>N/A</p>	<p>As part of the learning objective revision initiative, the</p>	<p>Since LO was met, either minor modifications suggested or no change.</p>	<p>Many report modifications they made to their classes designed to devote more time</p>	<p>The department has decided to revamp and revise the learning</p>

	knowledge of information technology and competence in technology applications for making business decisions.	BUAD475 Measures Used: Exams Exercises Group Project Presentation		via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our BS learning objectives.		department will address indirect assessment of our BS learning objectives.	See <i>Table 3</i> below for action items identified for each class where measured	to the learning objective or incorporating activities into their classes specifically designed to develop the necessary knowledge and skills.	objectives for the BS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.
	LO5 - Ethical Decision-making. Each student can identify and evaluate ethical dilemmas and corporate responsibility in business situations and effectively communicate defensible solutions.	Various as LO is assessed in the following classes: FIN300 MKTG300 BUAD260 BUAD160 Measures Used: Mult. Choice Case Study	LO Met In: FIN300 MKTG300 BUAD260 BUAD160	The department conducts indirect assessment of its programs via senior exit interviews and its student advisory board. However, the assessment process has not been designed to assess our BS learning objectives.	N/A	As part of the learning objective revision initiative, the department will address indirect assessment of our BS learning objectives.	Since LO was met, either minor modifications suggested or no change. BUAD160 prof. did suggest identifying at-risk students and spending more on-one time with students.	Many report modifications they made to their classes designed to devote more time to the learning objective or incorporating activities into their classes specifically designed to develop the necessary knowledge and skills.	The department has decided to revamp and revise the learning objectives for the BS degree. Accordingly, we expect that the learning objectives assessed in this report will be replaced with new learning objectives.

Economics Assessment Report 2015-2016

Learning objectives for: Bachelor of Science in Economics

- LO1. Students will demonstrate understanding of fundamental economic concepts.
- LO2. Students will effectively communicate economic ideas in writing.
- LO3. Students will demonstrate an understanding of core economic theories.
- LO4. Students will evaluate an economic problem using quantitative methods.
- LO5. Students will display critical and analytical thinking skills by applying economic models to real world and hypothetical situations.

Measurement methods for: Bachelor of Science in Economics

LO 1: Measured in ECON220 and ECON225 using the measures developed for BSBA LO 2.a (Economics). Those include:

- i. Students will apply the concept of elasticity of demand.
- ii. Students will apply the supply/demand models for the analysis of economic events.
- iii. Student will analyze the concept of externalities in macro and micro applications.
- iv. Students will interpret exchange rates and describe their impact on global trade.

LO 3: this LO will be assessed with course-embedded measures in ECON319 and ECON320 (intermediate theory courses)

- i. Students will analyze economic problems using computation from economic models.
- ii. Students will analyze economic problems using graph from economic models.
- iii. Students will apply graph and/or computation from economic models to analyze economic problems.

LO 2, 4, and 5 are evaluated in ECON 420 (Econometrics) where each student in a class conducts economics research which counts as the term paper for the class.

Assessment Results

- **LO1. Students will demonstrate understanding of fundamental economic concepts.**

Past Action Items

Recommended Action Items from Fall 2014	How Action Items Were Addressed in Fall 2015
<ul style="list-style-type: none">• Essay questions are better tested in paper format to receive better responses.• Include more class discussions that involves reading and interpretation of tables and numbers.• Give students more guidance as to good business writing	<ul style="list-style-type: none">• These questions remain tested in online assignments, as all other assignments of this course are online.• More discussions are done on the related topics this semester.• Will need to continue to work with students on business writing.

Future Actions

Impression of Fall 2015 Results	Recommended Changes to Class Delivery or Assignments that Would Improve Performance on These Outcomes
<ul style="list-style-type: none">• This semester many students failed to submit any answer to the assessment questions.• Students that submitted their answers to these questions seem to have good understanding of these topics.• Low response rate makes assessment of the understanding of the topics hard.	<ul style="list-style-type: none">• The low response rate may be due to the format of online assignment.• Will need to further emphasize the importance of completing all assessment questions.• May consider increase the points for each question to encourage participation and response.

LO2. Students will effectively communicate economic ideas in writing.

Findings

The majority of students displayed adequate communications skills, with 9 of 12 students rated as 2 and above. There is still room for improvement, as only 2 students earned a 3.

Recommended action

Devote more class time to discussion of how to complete a research project, the development, and presentation of economic theories and ideas. Some class time on the mechanics of econometrics could have been shifted to homework.

- **LO3. Students will demonstrate an understanding of core economic theories.**

Findings

These assessment questions are included in the last homework assignment of ECON 320 (Intermediate Microeconomics Theory). From 11 economics major students, nine students scored 3, one student scored 2, and one student scored 1.

In general, students showed a good understanding for this objective.

Recommended action

More exercises may be added to enhance students' understanding of the materials.

Findings

93.33% of the class have met or exceeded the expectations for this LO.

Recommended action

Keep up the current work on these topics, including lecture, class exercise, and homework assignments. Also, pay attention to students' feedback for necessary changes in the future.

- **LO4. Students will evaluate an economic problem using quantitative methods.**

Findings

The majority of the class displayed at least adequate skills in analyzing economic issues. There is still room for improvement, as only 2 students earned a 3.

From reading class papers it appears the errors are from a misunderstanding and not a lack of effort or lack of knowledge. The students think they know what they are doing, but what they know is wrong in several areas.

Recommended action

Effective homework and in-class assignments need to be developed to help students learn how to identify the correct model and properly analyze it. Additional class time devoted to this issue was not as effective as I would have hoped.

- **LO5. Students will display critical and analytical thinking skills by applying economic models to real world and hypothetical situations.**

Findings

The majority of students were able to apply the correct econometric models to real world situations. The major areas of difficulty for students were in identifying the correct variables to use, and their relationship to the situation.

Recommended action

Greater use of actual research papers with an emphasis on how the model(s) and variables selected address the situation/research question.