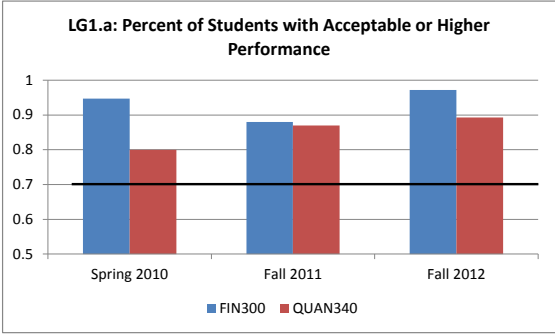
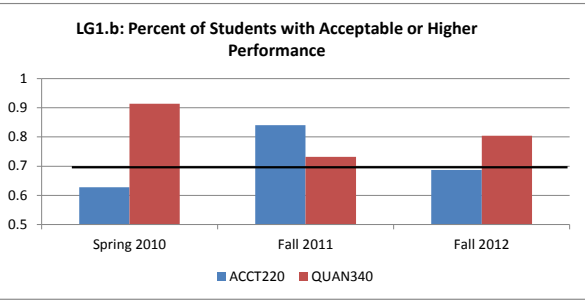
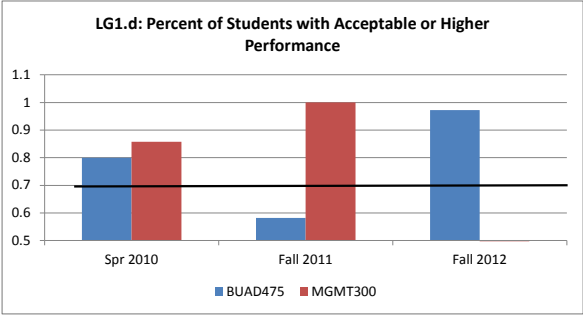
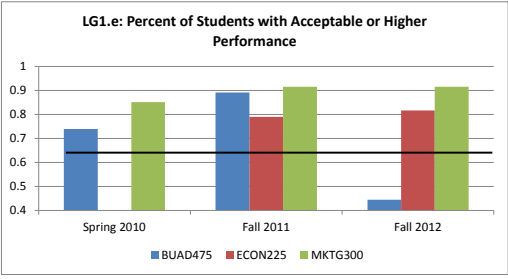


Program LO	Performance														
<p>1.a Students will correctly <i>identify</i> and <i>apply</i> appropriate quantitative methods for solving business problems.</p> <p>Measured in:  <b>FIN300</b>  <b>QUAN340</b></p>	<p style="text-align: center;"><b>LG1.a: Percent of Students with Acceptable or Higher Performance</b></p>  <table border="1" data-bbox="993 180 1543 511"> <caption>Data for LG1.a: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Term</th> <th>FIN300</th> <th>QUAN340</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>~0.95</td> <td>~0.80</td> </tr> <tr> <td>Fall 2011</td> <td>~0.88</td> <td>~0.87</td> </tr> <tr> <td>Fall 2012</td> <td>~0.98</td> <td>~0.89</td> </tr> </tbody> </table>			Term	FIN300	QUAN340	Spring 2010	~0.95	~0.80	Fall 2011	~0.88	~0.87	Fall 2012	~0.98	~0.89
Term	FIN300	QUAN340													
Spring 2010	~0.95	~0.80													
Fall 2011	~0.88	~0.87													
Fall 2012	~0.98	~0.89													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>▪ QUAN340 – faculty stressed calculation and interpretation during regular lectures, held a review session prior to each exam, gave more in-class practice questions, and assigned more calculation and interpretation-related homework.</li> <li>▪ FIN300 - This analysis was one section of a term project that, in aggregate, accounted for 25 percent of the course grade. Therefore, the entire class completed the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Performance continues to be at very high levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ FIN300 – faculty recommended devoting more time toward professional document development and identifying company strengths and weaknesses after financial ratios have been calculated.</li> <li>▪ Consider creating a more rigorous instrument in the next cycle.</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>▪ Data for two sections of FIN300 showed that performance targets were met in both F2F and online sections. It was also found that a large percent of students did not complete the assignment.</li> <li>▪ Data for two sections of QUAN340 showed that students met overall performance targets with just 13% showing non-acceptable performance.</li> <li>▪ In QUAN340, acceptable and higher performance was high in the statistic identification portion of the assessment but less so (yet acceptable) in the calculation and interpretation portion of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty will need to be reminded that the assessment assignment cannot be optional in order to obtain a large sample of results of student work. <ul style="list-style-type: none"> <li>▪ All faculty teaching courses in which assessments were to take place were notified in August, 2012 of the need for assessment and provided a copy of the assessment instrument</li> </ul> </li> <li>▪ Faculty teaching QUAN340 should increase emphasis on calculation and interpretation of statistical results. <ul style="list-style-type: none"> <li>▪ The Dean will e-mail faculty teaching this course of this recommendation</li> </ul> </li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>▪ Data for two sections of FIN300 were improperly reported and were not usable. However, data were available for the online section of this course.</li> <li>▪ For FIN300, results showed that the department target was met in terms of identification and calculation of ratios.</li> <li>▪ For QUAN340, aggregate results showed the target performance level was met. However, students did not meet target for the portion of the measure dealing with proper identification of the appropriate quantitative method.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Procedurally, earlier follow-up with faculty at the end of the semester is needed to ensure proper collection of data. <ul style="list-style-type: none"> <li>▪ Faculty will be reminded by the Dean at mid-term and near the end of the term as to the need for assessment.</li> </ul> </li> <li>▪ Additional practice should be incorporated into QUAN340 for identifying the proper statistic to use under different circumstances. <ul style="list-style-type: none"> <li>▪ The Dean will e-mail faculty teaching this course of this recommendation</li> </ul> </li> </ul>												

Program LO	Performance														
<p>1.b Students will correctly <i>analyze</i> and <i>interpret</i> quantitative data as a basis for business decision-making.</p> <p>Measured in:  <b>ACCT220 (for ASBA and BSBA)</b>  <b>QUAN340 (for BSBA)</b></p>	 <table border="1"> <caption>LG1.b: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Semester</th> <th>ACCT220</th> <th>QUAN340</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>~0.63</td> <td>~0.91</td> </tr> <tr> <td>Fall 2011</td> <td>~0.83</td> <td>~0.73</td> </tr> <tr> <td>Fall 2012</td> <td>~0.69</td> <td>~0.80</td> </tr> </tbody> </table>			Semester	ACCT220	QUAN340	Spring 2010	~0.63	~0.91	Fall 2011	~0.83	~0.73	Fall 2012	~0.69	~0.80
Semester	ACCT220	QUAN340													
Spring 2010	~0.63	~0.91													
Fall 2011	~0.83	~0.73													
Fall 2012	~0.69	~0.80													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>QUAN340 – faculty stressed calculation and interpretation during regular lectures, held a review session prior to each exam, gave more in-class practice questions, and assigned more calculation and interpretation-related homework.</li> <li>ACCT220 – faculty incorporated assignments and a take-home exam that emphasized ratio calculation and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>ACCT220 - Faculty felt that homework was ineffective and more class-time is needed to emphasize ratio analysis.</li> <li>The ACCT220 assessment failed to meet expectations in two of the three years.</li> </ul>	<ul style="list-style-type: none"> <li>ACCT220 - Faculty member recommends taking more time in class to discuss ratios analysis. More in-class assignments and homework on point is recommended. Emphasis on ratios on a weekly basis throughout the course is also recommended.</li> <li>Consider breaking up the Assessment used in ACCT220 between ratios and interpretation to allow for better assessment of the SLO's for each cycle (as the same assessment is used for 1,3, 4 and 2 and 5).</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>In the ACCT220 courses, data were not available from one section, but sufficient total observations were available to make conclusions.</li> <li>In the ACCT220 measure, students performed well on interpretational essays but not well in the calculation of financial ratios. Overall performance met target levels.</li> <li>In the QUAN340 course, students minimally met target performance levels but nearly 27% did not show acceptable performance.</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice is needed in the calculation of financial ratios in ACCT220. While interpretational performance is good, students are not correctly calculating ratios at an acceptable level. Practice problems and/or homework assignments to build this practice should be developed and incorporated into all course sections. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> <li>In QUAN340, additional practice problems with the calculation and interpretation of regression analysis results are needed. Instructors should consider additional homework, reviewed in class, and/or additional in-class problems of this nature to ensure student understanding. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation</li> </ul> </li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>The ACCT220 measures included a calculation problem and two interpretational essays. The first essay requires analysis of results to evaluate which company is the better credit risk; the second essay requires analysis of results to determine in which company to invest. Only on the second interpretational essay did students meet the target performance level.</li> <li>In the QUAN340 course, students met target performance levels through an embedded analytical skill and interpretation measure.</li> </ul>	<ul style="list-style-type: none"> <li>Significant improvement was needed in this area, although students in this course would have been primarily second semester freshmen. Because of poor performance in this course in previous years, the accounting sequence had been shifted to the sophomore year. Therefore, measures in this course may be improved in the next cycle for this reason. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> <li>Accounting faculty should consider the incorporation of additional practice in ratio calculations and interpretation to improve these skills. It should also be considered whether the topic measured was most appropriate for measurement. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> </ul>												

Program LO	Performance																		
<p>1.c Students will correctly <i>determine</i> causes of business problems and contrast the results of alternative decisions.</p> <p>Measured in:  <b>BUAD475</b>  <b>MGMT300</b>  <b>MKTG300</b></p>	<table border="1"> <caption>LG1.c: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Term</th> <th>BUAD475</th> <th>MGMT300</th> <th>MKTG300</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>0.85</td> <td>0.65</td> <td>0.80</td> </tr> <tr> <td>Fall 2011</td> <td>0.90</td> <td>0.80</td> <td>0.90</td> </tr> <tr> <td>Fall 2012</td> <td>0.60</td> <td>0.95</td> <td>0.85</td> </tr> </tbody> </table>			Term	BUAD475	MGMT300	MKTG300	Spring 2010	0.85	0.65	0.80	Fall 2011	0.90	0.80	0.90	Fall 2012	0.60	0.95	0.85
Term	BUAD475	MGMT300	MKTG300																
Spring 2010	0.85	0.65	0.80																
Fall 2011	0.90	0.80	0.90																
Fall 2012	0.60	0.95	0.85																
Measurement Dates	Interventions	Findings	Recommended Actions																
Fall 2012	<ul style="list-style-type: none"> <li>BUAD475 – Given the turnover in management faculty, case studies were utilized rather than simulations in Fall 2012</li> </ul>	<ul style="list-style-type: none"> <li>BUAD475 – students performed below expectations and faculty questions students’ motivation to complete assessment</li> <li>BUAD475 – students had difficulty with analysis - they just regurgitate information</li> </ul>	<ul style="list-style-type: none"> <li>BUAD475 – faculty recommend providing examples that illustrate proper analysis and effective argument.</li> <li>BUAD475 – return to the simulation and see how effective it is</li> <li>MGMT300 and MKTG300 should re-evaluate the assessment and/or increase the benchmark</li> </ul>																
Fall 2011		<ul style="list-style-type: none"> <li>Performance in BUAD475 met target levels with just 11% of students not meeting targets.</li> <li>Performance in MGMT300 was also acceptable across both F2F and online sections. However, overall performance on the objective questions just marginally met target performance levels with 28.6% of students not performing well on this portion of the assessment.</li> <li>Performance in MKTG300 met targets by a wide margin in both F2F and online sections.</li> </ul>	<ul style="list-style-type: none"> <li>A review of objective questions in MGMT300 indicates a need for students to recognize appropriate forms of motivational action in various applied scenarios. Faculty teaching this course should present students with multiple applied scenarios of this type in order to ensure that they can apply theoretical concepts to an applied situation in terms of dealing with such business problems. Discussion and feedback should be incorporated into the exercise. This may be done through the development of a worksheet of scenarios that can be used universally in all course sections.</li> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul>																
Spring 2010		<ul style="list-style-type: none"> <li>Performance in BUAD475 met threshold through an assignment addressing IFAS strengths and weaknesses.</li> <li>Target performance was also satisfied by measures embedded in MKTG300, which included objective questions and essay analysis.</li> <li>Results from objective questions in MGMT300 indicated unacceptable performance in both F2F and online versions of the course. Limited data were available for essay performance in this course, but showed acceptable performance.</li> </ul>	<ul style="list-style-type: none"> <li>In one section of MKTG300, the essay assessment was not performed due to concerns of the validity of the essay. However, there was sufficient data available from the other two sections of the course for the assessment. This essay issue will need to be properly resolved prior to the next cycle of measurement in spring 2012. <ul style="list-style-type: none"> <li>All faculty teaching courses in wmcn assessments were to take place were notified in August, 2012 of the need for assessment and provided a copy of the assessment instrument.</li> </ul> </li> <li>For the MGMT300 course, there was an inconsistency in the presentation of data results between two instructors. An investigation showed that one instructor used an earlier draft of the assessment measures rather than the final version. Some overlapping data was usable for the assessment, but this problem will be resolved in future cycles with distribution of the assessment measures to relevant faculty at the beginning of the semester by the Associate Dean. <ul style="list-style-type: none"> <li>All faculty teaching courses in wmcn assessments were to take place were notified in August, 2012 of the need for assessment and provided a copy of the assessment instrument.</li> </ul> </li> <li>The objective questions in MGMT cover the following topics: Maslow’s hierarchy of needs pyramid, team-centered management, and behavior modification theory. These topics may need to be reinforced in this course across instructors. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> </ul>																

Program LO	Performance														
<p>1.d Students will <i>recognize</i> and <i>demonstrate</i> effective teamwork.</p> <p>Measured in:  <b>BUAD475</b>  <b>MGMT300</b></p>	 <table border="1"> <caption>LG1.d: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Term</th> <th>BUAD475</th> <th>MGMT300</th> </tr> </thead> <tbody> <tr> <td>Spr 2010</td> <td>~0.80</td> <td>~0.85</td> </tr> <tr> <td>Fall 2011</td> <td>~0.58</td> <td>1.00</td> </tr> <tr> <td>Fall 2012</td> <td>~0.98</td> <td>-</td> </tr> </tbody> </table>			Term	BUAD475	MGMT300	Spr 2010	~0.80	~0.85	Fall 2011	~0.58	1.00	Fall 2012	~0.98	-
Term	BUAD475	MGMT300													
Spr 2010	~0.80	~0.85													
Fall 2011	~0.58	1.00													
Fall 2012	~0.98	-													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>MGMT300 – Given the turnover in management faculty, the essay was not implemented in Fall 2012</li> <li>BUAD475 – Given the turnover in management faculty, case studies were utilized rather than simulations in Fall 2012. Balanced Scorecard assessment was not performed in Fall 2012</li> </ul>	<ul style="list-style-type: none"> <li>BUAD475 met expectations</li> <li>BUAD475 - peer review was not an effective tool</li> </ul>	<ul style="list-style-type: none"> <li>Development of any temporary faculty and new faculty needs to take place to ensure their ability to implement assessments.</li> <li>Revamp MGMT300 to make it more applied - try theory/leadership with potential for using a simulation</li> <li>BUAD475 - reintroduce the simulation</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>For BUAD475, overall performance did not meet performance targets, with nearly 42% of students not meeting target. This was principally due to low performance on the Balanced Scorecard Ranking portion of the assessment. Peer review scores of teamwork were favorable.</li> <li>For MGMT300, only the essay portion of the assessment was implemented in this cycle since the computer simulation was not employed. Performance on the essay met expectations in both the F2F and online sections of this course.</li> </ul>	<ul style="list-style-type: none"> <li>With turnover in the management faculty during this period, an assessment of the value of the balanced scorecard measure has not yet been performed, but will need to be examined now that new faculty are on board. <ul style="list-style-type: none"> <li>All faculty teaching courses in which assessments were to take place were notified in August, 2012 of the need for assessment and provided a copy of the assessment instrument.</li> </ul> </li> <li>New teamwork measures or assessment should be reviewed during the 2012-13 year for implementation in the next assessment cycle. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>For BUAD475, the target was met overall but performance on the Balanced Scorecard Ranking for teamwork was well below target.</li> <li>For MGMT300, the data indicated students met target performance levels on the Peer Review Score measure and the essay portion of the measure. Performance was not acceptable on the Balanced Score Card Ranking, although data were limited to one of three sections of this course.</li> <li>Positively, the results show an improvement on the Balanced Scorecard and in the Peer Review score from MGMT300 to BUAD475.</li> </ul>	<ul style="list-style-type: none"> <li>The results for the Balanced Score Card in BUAD475 and MGMT300 will need to be discussed to evaluate the nature of the measure, how performance could be improved, or whether a better measure was needed. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> <li>With very high ratings on the Peer Review Scores, is there value in student assessment of peer performance? Should a supplemental method of measurement be considered for individual teamwork ability? <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> <li>Data measurement issues for MGMT300, as discussed above, also apply for the measurement of this LO.</li> </ul>												

Program LO	Performance		
<p>1.e Students will demonstrate an <i>understanding</i> of cultural diversity, economic and commercial trends that affect global business.</p> <p>Measured in:  <b>BUAD475</b>  <b>ECON225</b>  <b>MKTG300</b></p>			
Measurement Dates	Interventions	Findings	Recommended Actions
Fall 2012	<ul style="list-style-type: none"> <li>ECON225 - Faculty in two sections of ECON225 began the semester with an overview of the pertinent microeconomic topics to provide a better foundation for aggregate analysis as well as to provide a better perspective of the global economy.</li> <li>ECON225 – in two other sections, the instructor incorporated a global perspective throughout the course. Concepts of factor intensity and business cycles were covered in class through lecture, examples, news, in-class exercises, and homework.</li> </ul>	<ul style="list-style-type: none"> <li>ECON225 Students responded well in one of the assessments, even those who had relatively low grades. Students had more difficulty in the other essay understanding the impact of periods of recession and growth on international trade and understanding the dynamics of foreign trade and how it impacts domestic production, domestic unemployment, etc.</li> <li>BUAD475 students reported this was the first course they did a paper on a case study in.</li> <li>BUAD475 students had difficulty following instructions and misapplied concepts</li> </ul>	<ul style="list-style-type: none"> <li>ECON225 - Faculty indicate students had difficulty assessing how periods of recession and growth effect international trade and in understanding the dynamics of foreign trade. It is recommended that faculty incorporate additional lecture and homework on this point.</li> <li>ECON225 - Provide more examples and exercise in class to reinforce the understanding of these concepts and assign more homework to reinforce the concepts.</li> <li>Incorporate assessment into course to increase response rate.</li> <li>Consider increasing the benchmark for ECON225 and MKTG300 or changing the assessment to add more rigor</li> <li>BUAD475 continue case studies.</li> </ul>
Fall 2011		<ul style="list-style-type: none"> <li>Performance targets were met in BUAD475 with just 11% not meeting targets.</li> <li>In MKTG300, overall performance was met in all sections, both online and F2F. Performance was consistent across all four essays employed.</li> <li>A new measure in ECON225 was added with this cycle using two essays with overall performance targets met. However, performance in the F2F section of the course did not completely meet target with 30.3% of students not meeting target; performance was acceptable in the online course.</li> </ul>	<ul style="list-style-type: none"> <li>Relatively low performance in the ECON225 course is expected given its early position within the curriculum and mix of students. However, it would benefit students for faculty teaching this course to provide a similar thoughtful assignment, not part of the measured assessment, where samples of student work are discussed in class so that students develop a better understanding of how to think about and address these types of questions.</li> <li>The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul>
Spring 2010		<ul style="list-style-type: none"> <li>In BUAD475, the LO was measured using the students' report on EFAS opportunities and threats and the target was met.</li> <li>The LO was assessed in MKTG300 using 4 short essays and in all cases the target performance level was again met.</li> </ul>	<ul style="list-style-type: none"> <li>Data from the ECON225 sections was not available. One instructor implemented his own assessment measure rather than that designed by the department, so these data were not analyzed. Data were not available from the other instructor. This problem will be avoided in future semesters through the distribution of approved measures to all faculty at the beginning of the semester and faster follow-up at the end of each semester.</li> <li>All faculty teaching courses in which assessments were to take place were notified in August, 2012 of the need for assessment and provided a copy of the assessment</li> <li>No other action is needed at this time.</li> </ul>

Program LO	Performance														
<p>2.a.i Students will <i>apply</i> the concept of elasticity of demand.</p> <p>Measured in:  <b>ECON220 (for ASBA and BSBA)</b>  <b>MKTG300 (for BSBA)</b></p>	<div data-bbox="961 181 1566 516" style="text-align: center;"> <p><b>LG2.a.i: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: auto;"> <caption>Data for LG2.a.i: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>ECON220</th> <th>MKTG300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>~0.58</td> <td>~0.66</td> </tr> <tr> <td>Spring 2012</td> <td>~0.78</td> <td>~0.88</td> </tr> <tr> <td>Spring 2013</td> <td>~0.80</td> <td>~0.75</td> </tr> </tbody> </table> </div>			Year	ECON220	MKTG300	Spring 2011	~0.58	~0.66	Spring 2012	~0.78	~0.88	Spring 2013	~0.80	~0.75
Year	ECON220	MKTG300													
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Spring 2012	~0.78	~0.88													
Spring 2013	~0.80	~0.75													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>▪ MKTG300 included a lecture on the steps of pricing and Marketing Math Drill</li> <li>▪ ECON220 one faculty noted that in-class problem sets helped students calculate the metric and grasp the relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ MKTG300 met expectations</li> <li>▪ ECON220 students continue to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MKTG300 recommended a change in the assessment measure to take into consideration the quantitative reasoning and application of the elasticity of demand concept.</li> <li>▪ ECON220 recommend more in-class problems and homework to increase student understanding</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>▪ Student performance met targets across all course sections and in both F2F and online sections of ECON220. With 22.3% of students overall not meeting targets, some improvement can be made.</li> <li>▪ Students met target performance levels in both F2F and online sections of MKTG300.</li> <li>▪ The ECON220 and MKTG300 measures are assessed through exams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue with previous recommended actions although some improvement in performance has been made.</li> <li>▪ Faculty feedback in ECON220 indicates improvement may be made through additional in-class practice problems or homework assignments on this topic. <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>▪ Data were missing for two sections of ECON220, but sufficient data were available from other sections for this measure.</li> <li>▪ Target performance was not met in ECON220 indicating a lack of understanding of applications of elasticity of demand.</li> <li>▪ Performance levels were also not met in measures embedded in MKTG300, although performance was better than in ECON220.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhance coverage of elasticity concept in ECON220 with emphasis on applications. Repeat emphasis of concepts at multiple points within the course – identify appropriate places for repeated emphasis with economists. The faculty should consider development and implementation of a practice set for elasticity for this course <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> <li>▪ In both courses, emphasis should be on application of elasticity concepts rather than just calculation. It was mentioned that “elasticity” would be an appropriate topic for measurement again at the end of the program, in a manner as discussed earlier. <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> </ul>												

Program LO	Performance														
<p>2.a.ii Students will <i>apply</i> the supply/demand models for the analysis of economic events.</p> <p>Measured in:  <b>ECON220 (for ASBA and BSBA)</b>  <b>ECON225 (for BSBA)</b></p>	<div data-bbox="932 201 1545 509" style="text-align: center;"> <p><b>LG2.a.ii: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: auto;"> <caption>Data for LG2.a.ii: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>ECON220</th> <th>ECON225</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.82</td> <td>0.35</td> </tr> <tr> <td>Spring 2012</td> <td>0.85</td> <td>0.82</td> </tr> <tr> <td>Spring 2013</td> <td>0.85</td> <td>0.85</td> </tr> </tbody> </table> </div>			Year	ECON220	ECON225	Spring 2011	0.82	0.35	Spring 2012	0.85	0.82	Spring 2013	0.85	0.85
Year	ECON220	ECON225													
Spring 2011	0.82	0.35													
Spring 2012	0.85	0.82													
Spring 2013	0.85	0.85													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>▪ ECON220 none noted</li> <li>▪ ECON225 none noted</li> </ul>	<ul style="list-style-type: none"> <li>▪ ECON220 students continue to meet expectations</li> <li>▪ ECON225 students continue to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ ECON220 recommend more in-class problems to increase student understanding</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance targets were met in both F2F and online sections of ECON220.</li> <li>▪ Performance targets were also met in ECON225, although at a somewhat lower level than in ECON220.</li> <li>▪ Faculty reported measures implemented in exams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue with implementation of recommended actions discussed in previous cycle. Ensure that sample practice set is made available for all faculty (regular and temporary) teaching these courses to ensure good performance. <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> <li>▪ Faculty self-assessment of results indicated a benefit to faculty spending more time explicitly discussing how product markets tie-in to the national economy in order to enhance student understanding. <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>▪ Performance targets were met in ECON220 applications.</li> <li>▪ Performance was not met in ECON225 sections.</li> <li>▪ Therefore, students were able to identify correct S/D manipulations in multiple-choice format, but had significant difficulty in an applied problem.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase use of applied situational problems using the S/D model in both ECON220 and ECON225 to ensure that students can use the model when applied to real situations. <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> <li>▪ Develop and implement S/D model practice set for both courses to be used by all faculty. <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> <li>▪ The solution to question #5 in the ECON225 measure was incorrectly specified; that question should be deleted without loss of quality for the measure. There may be some confusion in the wording of question #1 on this same measure and a correction will be made before the next implementation.</li> </ul>												

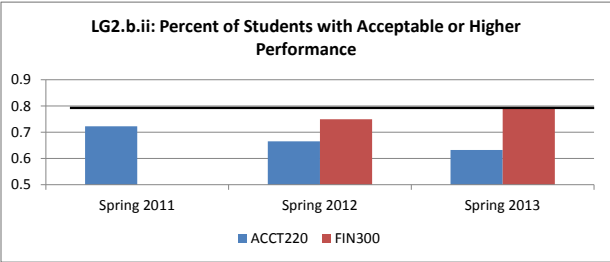
Program LO	Performance														
<p>2.a.iii Student will <i>analyze</i> the concept of externalities in macro and micro applications.</p> <p>Measured in:  <b>ECON220</b>  <b>ECON225</b></p>	<div data-bbox="978 180 1593 493" style="text-align: center;"> <p><b>LG2.a.iii: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: auto;"> <caption>Data for LG2.a.iii: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>ECON220</th> <th>ECON225</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>~0.72</td> <td>~0.71</td> </tr> <tr> <td>Spring 2012</td> <td>~0.82</td> <td>~0.65</td> </tr> <tr> <td>Spring 2013</td> <td>~0.88</td> <td>~0.95</td> </tr> </tbody> </table> </div>			Year	ECON220	ECON225	Spring 2011	~0.72	~0.71	Spring 2012	~0.82	~0.65	Spring 2013	~0.88	~0.95
Year	ECON220	ECON225													
Spring 2011	~0.72	~0.71													
Spring 2012	~0.82	~0.65													
Spring 2013	~0.88	~0.95													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>ECON220 noted confusion and questions from students on discussions of externalities</li> </ul>	<ul style="list-style-type: none"> <li>ECON220 students continue to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>ECON220 faculty note the course includes the rudiments of economics and recommend more Microeconomic topics such as consumer behavior theory, production function, marginal analysis and market structures. Additionally, case assignments involving externalities was recommended</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>Performance targets were met in ECON220 in both F2F and online sections of the course.</li> <li>Performance targets were not met in ECON225 where performance fell below target by four percentage points.</li> <li>Faculty reported measures implemented in exams.</li> </ul>	<ul style="list-style-type: none"> <li>As performance was borderline acceptable in the previous cycle and not improved (worse in the case of ECON225) in the most recent cycle, additional emphasis on the externality topic is needed in these courses. This may be accomplished through additional readings (suggested previously) or through in-class case analysis discussion or 5-minute papers. <ul style="list-style-type: none"> <li><b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> <li>Faculty feedback reports that students seemed able to distinguish between market and societal demand, but had difficulty connecting the role of market economies to external benefits and costs; this would be improved through additional discussion on this topic. <ul style="list-style-type: none"> <li><b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>Performance targets were met based on measures developed in both ECON220 and ECON225, although performance did not exceed 5% above minimum acceptability level.</li> <li>Some data were miss-coded in some sections of ECON220, but sufficient total observations were available for the measure across other sections.</li> </ul>	<ul style="list-style-type: none"> <li>No action is necessary at this time.</li> <li>The department should consider assigning an appropriate reading on externalities in each course to reinforce the concept to enhance understanding and performance. <ul style="list-style-type: none"> <li><b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> </ul>												

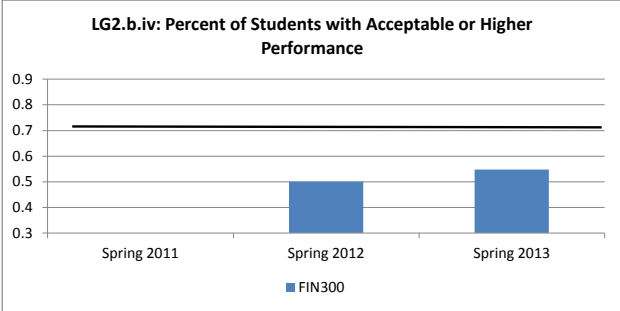


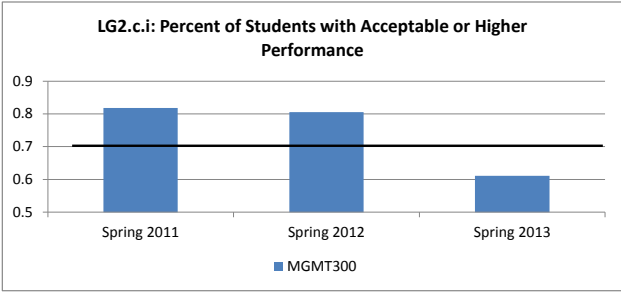
Program LO	Performance														
<p>2.a.iv Students will <i>interpret</i> exchange rates and <i>describe</i> their impact on global trade.</p> <p>Measured in: ECON225 QUAN340</p>	<p style="text-align: center;"><b>LG2a.iv: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 10px auto;"> <caption>Data for LG2a.iv: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Measurement Date</th> <th>ECON225</th> <th>QUAN340</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.2</td> <td>0.0</td> </tr> <tr> <td>Spring 2012</td> <td>0.65</td> <td>0.85</td> </tr> <tr> <td>Spring 2013</td> <td>0.75</td> <td>0.68</td> </tr> </tbody> </table>			Measurement Date	ECON225	QUAN340	Spring 2011	0.2	0.0	Spring 2012	0.65	0.85	Spring 2013	0.75	0.68
Measurement Date	ECON225	QUAN340													
Spring 2011	0.2	0.0													
Spring 2012	0.65	0.85													
Spring 2013	0.75	0.68													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>▪ ECON220 none noted</li> <li>▪ QUAN340 none noted</li> </ul>	<ul style="list-style-type: none"> <li>▪ ECON220 met expectations</li> <li>▪ QUAN340 failed to meet expectations this semester</li> </ul>	<ul style="list-style-type: none"> <li>▪ ECON225 faculty note the course includes the rudiments of economics and recommend more Macroeconomic topics such as unemployment, inflation, fiscal policy, and monetary policy</li> <li>▪ QUAN340 faculty question the appropriateness of using an index number to measure the performance of a currency against a basket of other currencies which are not related to the index number introduced in class. Faculty recommend utilizing CPE in question 4 of the assessment</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance in ECON225 was improved from the previous cycle, but still below target.</li> <li>▪ Performance on this LG met target levels in the QUAN340 course.</li> <li>▪ Faculty reported measures implemented in exams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ECON225 represents the first introduction of this concept to the student. The practice sheet should be re-examined to ensure that it is sufficient and that it is being consistently employed in all ECON225 course sections.</li> <li>▪ <b>The Dean will e-mail lead faculty teaching this course of this recommendation</b></li> <li>▪ Faculty teaching ECON225 must confirm adequate coverage of topics across sections.</li> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> <li>▪ One faculty member suggested identifying an interactive software program (perhaps through a publisher) or an applet that would allow students to manipulate exchange rates and consequently net exports as a way of enhancing understanding.</li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>▪ Performance was very low for this learning objective in ECON225, but a review by the committee found the measures to be good.</li> <li>▪ Measures were not available for QUAN340 for this period.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coverage of exchange rates must be confirmed for all sections of ECON225 with emphasis on interpretation of rates and effect on trade from changes in these rates.</li> <li>▪ Develop and implement exchange rate practice sheets for use in ECON225 sections to give students exposure with solutions.</li> </ul>												

Program LO	Performance										
<p>2.b.i Students will <i>apply</i> the concept of time value of money and <i>explain</i> the concept of present value to business applications.</p> <p>Measured in: <b>FIN300 (for ASBA thru 2012 and for BSBA)</b></p>	<p style="text-align: center;"><b>Performance</b></p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>LG2.b.i: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.70 (Target)</td> </tr> <tr> <td>Spring 2012</td> <td>0.80</td> </tr> <tr> <td>Spring 2013</td> <td>0.60</td> </tr> </tbody> </table> </div>			Year	Percent of Students	Spring 2011	0.70 (Target)	Spring 2012	0.80	Spring 2013	0.60
Year	Percent of Students										
Spring 2011	0.70 (Target)										
Spring 2012	0.80										
Spring 2013	0.60										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>▪ None Noted</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students did not meet the target</li> </ul>	<ul style="list-style-type: none"> <li>▪ FIN300 faculty should discuss best practices for presenting time-value of money and testing the same. discussion should include faculty in ACCT220 where the concept is also introduced. Given the high level of expectation (that students should "apply" and "explain"), case studies or other in-class and homework assignments might be good options. Assessment in ACCT220 appears to be warranted (particularly for ASBA program)</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance was measured in all section of FIN300 where students met target.</li> <li>▪ The faculty report that the measure was implemented through an exam.</li> </ul>	<ul style="list-style-type: none"> <li>▪ While performance is above the acceptable level additional exercises should optionally be considered by faculty in the area of time value of money and present valuation to enhance student performance and understanding.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>▪ Data were not measured in spring 2011.</li> </ul>	<ul style="list-style-type: none"> <li>▪ This learning objective will be measured in spring 2012 and repeated in the next cycle to determine student understanding.</li> </ul>								

Program LO	Performance														
<p>2.b.ii 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 of stockholders' equity.</p> <p>Measured in:  <b>ACCT220 (for ASBA and BSBA)</b>  <b>FIN300 (for ASBA thru 2012 and BSBA)</b></p>	<div data-bbox="945 191 1564 500" style="text-align: center;"> <p><b>LG2.b.ii: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 0 auto;"> <caption>Data for LG2.b.ii: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>ACCT220</th> <th>FIN300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.95</td> <td>0.95</td> </tr> <tr> <td>Spring 2012</td> <td>0.92</td> <td>0.75</td> </tr> <tr> <td>Spring 2013</td> <td>0.88</td> <td>0.81</td> </tr> </tbody> </table> </div>			Year	ACCT220	FIN300	Spring 2011	0.95	0.95	Spring 2012	0.92	0.75	Spring 2013	0.88	0.81
Year	ACCT220	FIN300													
Spring 2011	0.95	0.95													
Spring 2012	0.92	0.75													
Spring 2013	0.88	0.81													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>▪ ACCT220 none noted</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACCT220 met expectations</li> <li>▪ FIN300 met expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACCT220 should continue prior methods and consider increasing the benchmark</li> <li>▪ FIN300 faculty continue prior methods and consider increasing the benchmark</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance continues to meet targets in ACCT220 with less than 10% not performing at an acceptable level.</li> <li>▪ Performance in FIN300 met target but at a low level.</li> <li>▪ The faculty report that the measure was implemented through an exam.</li> </ul>	<ul style="list-style-type: none"> <li>▪ While no action is needed at this time in ACCT220, additional practice is warranted in FIN300. Per faculty input on review of the assessment results, this may include a homework assignment near the beginning of the semester to review the topic from ACCT220 and/or additional interactive discussion in the class regarding interpretation of sample financial statements, where appropriate.</li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>▪ Performance exceeded expectations in applications embedded in ACCT220; only 6.5% did not meet expectations. The measures were reviewed and found to be good.</li> <li>▪ Measures were not available from FIN300 for this learning objective in spring 2011.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is required at this time as students appear to be able to interpret results from these statements at least in ACCT220.</li> <li>▪ Future measurement in FIN300 will be needed to confirm retention of these concepts in a later course.</li> </ul>												

Program LO	Performance														
<p>2.b.iii Students will <i>calculate</i> financial ratios applicable to business firms and <i>interpret</i> those ratios for the purpose of business decision-making.</p> <p>Measured in: <b>ACCT220</b> <b>FIN300</b></p>	<p style="text-align: center;"><b>LG2.b.ii: Percent of Students with Acceptable or Higher Performance</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for LG2.b.ii: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>ACCT220</th> <th>FIN300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.72</td> <td>0.00</td> </tr> <tr> <td>Spring 2012</td> <td>0.68</td> <td>0.75</td> </tr> <tr> <td>Spring 2013</td> <td>0.65</td> <td>0.80</td> </tr> </tbody> </table>			Year	ACCT220	FIN300	Spring 2011	0.72	0.00	Spring 2012	0.68	0.75	Spring 2013	0.65	0.80
Year	ACCT220	FIN300													
Spring 2011	0.72	0.00													
Spring 2012	0.68	0.75													
Spring 2013	0.65	0.80													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>▪ ACCT220 none noted</li> <li>▪ FIN300 None noted</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACCT220 failed to meet expectations and continue to fall</li> <li>▪ FIN300 met expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACCT220 introduces the student to financial statement ratios; better methods for integrating the ratios into financial statement presentation and interpretation is needed</li> <li>▪ FIN300 students should be reinforced the ratios that are discussed in ACCT220</li> <li>▪ ACCT220 and FIN300 should discuss how the ratios are taught in their respective courses and develop strategies to better present the program</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance on this LG did not improve in ACCT220. Again, student interpretation of ratios easily met target performance levels, but problems continued to exist with regard to ratio calculations.</li> <li>▪ Performance was acceptable in the first implementation of measures in FIN300.</li> <li>▪ Input from faculty teaching ACCT220 indicates some of the problem was due to rounding issues by the students and not using sufficient decimal places in calculations and reporting; this may not have been emphasized explicitly enough by the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional practice is needed in the ACCT220 course with ratio calculation and faculty will need to increase exercises-with-feedback associated with this topic.</li> <li>▪ Input from faculty indicates that a new textbook is being adopted for the course effective fall 2012, which presents a better approach to financial statement analysis; key ratios are presented at the beginning of relevant chapters, whereas in the present textbook ratios were not well integrated.</li> <li>▪ Improved instructions on the assignment in ACCT220 by the faculty member should also improve student performance.</li> <li>▪ A lack of improvement in ACCT220 in the next cycle of measurement may require a review of the course outline/syllabus to determine if a revision is warranted to allot more time to this topic beyond pedagogical changes.</li> <li>▪ Additional practice is also recommended in the FIN300 course since performance is currently not far above the minimum acceptable level. Faculty recommend additional emphasis on ratio interpretation in lectures and to require students to provide more explicit, detailed interpretations of the ratios.</li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>▪ Performance targets were marginally met in ACCT220, although performance on ratio calculations was low, while students performed better on analysis essays.</li> <li>▪ Measures were not available from FIN300 for this learning objective in spring 2011.</li> </ul>	<ul style="list-style-type: none"> <li>▪ While interpretation of ratios is most important and performance was acceptable, students should be given additional practice in ratio calculation.</li> </ul>												

Program LO	Performance										
<p>2.b.iv Students will <i>explain</i> the nature and functions of international financial markets including the determination of interest rates.</p> <p>Measured in: <b>FIN300</b></p>	<p style="text-align: center;"><b>LG2.b.iv: Percent of Students with Acceptable or Higher Performance</b></p>  <table border="1" data-bbox="978 175 1593 483"> <caption>LG2.b.iv: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.0</td> </tr> <tr> <td>Spring 2012</td> <td>0.5</td> </tr> <tr> <td>Spring 2013</td> <td>0.55</td> </tr> </tbody> </table>			Year	Percent of Students	Spring 2011	0.0	Spring 2012	0.5	Spring 2013	0.55
Year	Percent of Students										
Spring 2011	0.0										
Spring 2012	0.5										
Spring 2013	0.55										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>FIN300 none noted</li> </ul>	<ul style="list-style-type: none"> <li>FIN300 was taught by new faculty each of the last two years and continues to fail to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>FIN300 faculty should discuss best practices for presenting international financial markets and testing the same. Given the high level of expectation (that students should "explain"), case studies or other in-class and homework assignments might be good options</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>Students did not meet the performance target in this first measure of understanding of international financial markets. Half of students showed unacceptable performance levels.</li> <li>Faculty report that the assessment was implemented as a homework assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty evaluation of the results indicates that the topic is covered at the end of the course with limited time for thoroughness. Part of the assessment measure is an open-ended question with material not covered in the textbook or class.</li> <li>Specific recommendations for improvement by the teaching faculty include: adding more discussion on global markets, adding class practice and discussion on the topic of interest rate parity, and modifying the rubric or answer key for the first assessment question to allow for a broader range of acceptable answers.</li> <li>If improvement is not noted in the next cycle of measurement, a revision of the course outline will be considered in order to increase time and scope on this topic.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>Data were not measured in spring 2011.</li> </ul>	<ul style="list-style-type: none"> <li>This learning objective will be measured in spring 2012 and repeated in the next cycle to determine student understanding.</li> </ul>								

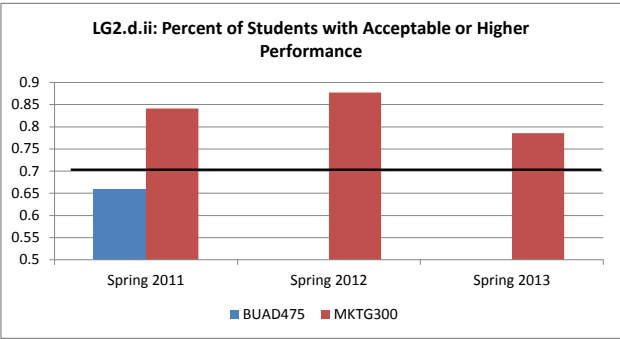
Program LO	Performance										
<p>2.c.i Students will <i>describe</i> the concept of organizational structure, teamwork and communication.</p> <p>Measured in: MGMT300 (for ASBA thru 2012 and 2013)</p>	<p style="text-align: center;"><b>LG2.c.i: Percent of Students with Acceptable or Higher Performance</b></p>  <table border="1" data-bbox="961 186 1577 475"> <caption>LG2.c.i: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Measurement Date</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.82</td> </tr> <tr> <td>Spring 2012</td> <td>0.82</td> </tr> <tr> <td>Spring 2013</td> <td>0.62</td> </tr> </tbody> </table>			Measurement Date	Percent of Students	Spring 2011	0.82	Spring 2012	0.82	Spring 2013	0.62
Measurement Date	Percent of Students										
Spring 2011	0.82										
Spring 2012	0.82										
Spring 2013	0.62										
Measurement Dates		Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>▪ MGMT300 provided no specific intervention</li> </ul>	<ul style="list-style-type: none"> <li>▪ MGMT300 fell in the current year in meeting the expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MGMT300 was taught by a temporary faculty in spring 2013. Continued mentoring of temporary faculty is necessary to ensure that proper material coverage occurs</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>▪ Data were collected in all sections of MGMT300 and performance targets were met for this LG.</li> <li>▪ Faculty report that the assessment was implemented as part of a comprehensive final examination.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time.</li> <li>▪ The OAC should consider development of a supplemental measure for the ETS-MFT or for an exam of a sample of graduating seniors.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>▪ Data were collected only in the online section of MGMT300, where performance targets were met. The sample included 12 observations.</li> <li>▪ One faculty member employed incorrect measures during this semester, resulting in the missing observations.</li> <li>▪ Results will be reinforced and verified through an additional round of data collection in spring 2012.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is necessary at this time.</li> <li>▪ Performance on this learning objective will be monitored with the next measurement implementation.</li> </ul>								

Program LO	Performance										
<p>2.c.ii Students will <i>identify</i> the methods and practices utilized to lead and motivate people within the organization.</p> <p>Measured in: <b>MGMT300</b></p>	<div data-bbox="957 185 1570 488" style="text-align: center;"> <p><b>LG3.c.ii: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: auto;"> <caption>Data for LG3.c.ii: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Measurement Date</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.9</td> </tr> <tr> <td>Spring 2012</td> <td>0.9</td> </tr> <tr> <td>Spring 2013</td> <td>0.6</td> </tr> </tbody> </table> </div>			Measurement Date	Percent of Students	Spring 2011	0.9	Spring 2012	0.9	Spring 2013	0.6
Measurement Date	Percent of Students										
Spring 2011	0.9										
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Spring 2013	0.6										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>▪ MGMT300 provided no specific intervention</li> </ul>	<ul style="list-style-type: none"> <li>▪ MGMT300 fell in the current year in meeting the expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MGMT300 was taught by a temporary faculty in spring 2013. Continued mentoring of temporary faculty is necessary to ensure that proper material coverage occurs</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance targets on assessment measures in MGMT300 were met.</li> <li>▪ Faculty report that the assessment was implemented as part of a comprehensive final examination.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>▪ Data were collected only in the online section of MGMT300, where performance targets were met. The sample included 12 observations.</li> <li>▪ One faculty member employed incorrect measures during this semester, resulting in the missing observations.</li> <li>▪ Results will be reinforced and verified through an additional round of data collection in spring 2012.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is necessary at this time.</li> <li>▪ Performance on this learning objective will be monitored with the next measurement implementation.</li> </ul>								

Program LO	Performance														
<p>2.c.iii Students will <i>describe</i> the major activities related to the strategic planning process.</p> <p>Measured in:  <b>BUAD475</b> (Spring 2011)  <b>MGMT300</b></p>	<div data-bbox="905 186 1520 516" style="text-align: center;"> <p><b>LG2.c.iii: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 10px auto;"> <caption>Data for LG2.c.iii: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>BUAD475</th> <th>MGMT300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.61</td> <td>0.72</td> </tr> <tr> <td>Spring 2012</td> <td>-</td> <td>0.85</td> </tr> <tr> <td>Spring 2013</td> <td>-</td> <td>0.82</td> </tr> </tbody> </table> </div>			Year	BUAD475	MGMT300	Spring 2011	0.61	0.72	Spring 2012	-	0.85	Spring 2013	-	0.82
Year	BUAD475	MGMT300													
Spring 2011	0.61	0.72													
Spring 2012	-	0.85													
Spring 2013	-	0.82													
Measurement Dates		Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>▪ MGMT300 provided no specific intervention</li> </ul>	<ul style="list-style-type: none"> <li>▪ MGMT300 met expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MGMT300 may want to revise the assessment to be invite a more descriptive response rather than the potential for a list.</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance targets were met in MGMT300 by a reasonable margin. The measure had been replaced, as recommended following the previous cycle, to include an essay more closely tied to the LG.</li> <li>▪ Faculty report that the assessment was implemented as part of a comprehensive final examination.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time in terms of student performance.</li> <li>▪ An additional measure of this LG will need to be developed for inclusion on the ETS-MFT or as an essay for a sample of graduating seniors.</li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>▪ Data were collected only in the online section of MGMT300, where performance targets were met but only by a small margin. The sample included 12 observations.</li> <li>▪ Performance was not met in BUAD475, where 39% of students did not meet performance through the Strategic Audit paper.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The application in BUAD475 may not be appropriately assessing the “describe” purpose of this learning objective and an alternative measure may be warranted. The committee reviewed examples of the student work from this course on which the measure was based and concluded that while the assignment required a strategic analysis of a company, it was not very directly tied to the LO which requires students to be able to describe the strategic planning process. The committee recommends removal of this measure (in its current form) from BUAD475 and creation of an alternative measure that can be implemented with a random sample of seniors.</li> <li>▪ Performance in MGMT300 is marginally acceptable. The measure used in MGMT300 for this LO measures certain components of the strategic planning process, but the measure was not complete in requiring students to “describe” the process. The committee recommends replacement of this measure in MGMT300 with an essay more closely tied to the wording of the LO. Additional teaching emphasis on strategic planning process options is warranted.</li> </ul>												



Program LO	Performance										
<p>2.d.i Students will <i>examine</i> how each of the 4 Ps (Product, Price, Promotion and Place), collectively and individually, is used to meet marketing's goals.</p> <p>Measured in: <b>MKTG300 (for ASBA thru 2012 and</b></p>	<div data-bbox="957 191 1566 505" style="text-align: center;"> <p><b>LG2.d.i: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.85</td> </tr> <tr> <td>Spring 2012</td> <td>0.95</td> </tr> <tr> <td>Spring 2013</td> <td>0.78</td> </tr> </tbody> </table> </div>			Year	Percent of Students	Spring 2011	0.85	Spring 2012	0.95	Spring 2013	0.78
Year	Percent of Students										
Spring 2011	0.85										
Spring 2012	0.95										
Spring 2013	0.78										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>▪ MKTG300 included a lecture on Marketing Strategies and the Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ MKTG300 continues to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MKTG300 recommended a change to the assessment to better assess the student's knowledge.</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance targets were met in both F2F and online sections of MKTG300.</li> <li>▪ Faculty report that the assessment was implemented as part of an exam.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is warranted at this time in terms of student learning of the concepts.</li> <li>▪ An additional measure of this LG will need to be developed for inclusion on the ETS-MFT or as an essay for a sample of graduating seniors.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>▪ Performance targets were met for this learning objective, with just 15% of students not meeting target.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is necessary at this time.</li> </ul>								

Program LO	Performance														
<p>2.d.ii Students will <i>describe</i> the uncontrollable environments (economic, competitive, social, cultural, technological, governmental/legal), and explain how current and anticipated conditions in these environments influence marketing planning.</p> <p>Measured in:  <b>BUAD475</b> (Spring 2011)  <b>MKTG300</b></p>	<p style="text-align: center;"><b>LG2.d.ii: Percent of Students with Acceptable or Higher Performance</b></p>  <table border="1" data-bbox="947 180 1562 516"> <caption>Performance Data</caption> <thead> <tr> <th>Year</th> <th>BUAD475</th> <th>MKTG300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.65</td> <td>0.84</td> </tr> <tr> <td>Spring 2012</td> <td>-</td> <td>0.88</td> </tr> <tr> <td>Spring 2013</td> <td>-</td> <td>0.78</td> </tr> </tbody> </table>			Year	BUAD475	MKTG300	Spring 2011	0.65	0.84	Spring 2012	-	0.88	Spring 2013	-	0.78
Year	BUAD475	MKTG300													
Spring 2011	0.65	0.84													
Spring 2012	-	0.88													
Spring 2013	-	0.78													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>MKTG300 included a lecture on external environment and an in-class activity (pick a print advertisement provided by instructor and discussed the uncontrollable environments that were addressed in the advertisement and present them to the class)</li> </ul>	<ul style="list-style-type: none"> <li>MKTG300 continues to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>MKTG300 recommended a change to the assessment to better assess the student's ability to describe the environment.</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>Performance targets were met in both F2F and online sections of MKTG300.</li> <li>Faculty report that the assessment was implemented as part of an exam.</li> </ul>	<ul style="list-style-type: none"> <li>No action is warranted at this time in terms of student learning of the concepts.</li> <li>An additional measure of this LG will need to be developed for inclusion on the ETS-MFT or as an essay for a sample of graduating seniors.</li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>This objective was measured in BUAD475 using student performance on an external environmental analysis; students did not meet target.</li> <li>The description portion of this objective was measured in MKTG300, where the performance target was met.</li> </ul>	<ul style="list-style-type: none"> <li>A review of the measure used in BUAD475 found that it represented the degree to which students in that course could perform the Opportunities and Threats components of a SWOT analysis, which was more of an application of looking at the external environment rather than a "description" which was called for in the LO; in addition the measure was not specific to the area of marketing (as called for by the LO). It was decided that the measure in BUAD475 should be removed for the next round of measurement and that an alternative measure should be developed which may include embedded questions on the ETS-MFT or questions designed for a sample of seniors.</li> </ul>												

Program LO	Performance										
<p>2.d.iii Student will <i>describe</i> and <i>apply</i> the concept of market segmentation and positioning.</p> <p>Measured in: <b>MKTG300</b></p>	<div data-bbox="961 180 1577 488" style="text-align: center;"> <p><b>LG2.d.iii: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.98</td> </tr> <tr> <td>Spring 2012</td> <td>0.92</td> </tr> <tr> <td>Spring 2013</td> <td>0.82</td> </tr> </tbody> </table> </div>			Year	Percent of Students	Spring 2011	0.98	Spring 2012	0.92	Spring 2013	0.82
Year	Percent of Students										
Spring 2011	0.98										
Spring 2012	0.92										
Spring 2013	0.82										
Measurement Dates	Intervention	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>▪ MKTG300 included a lecture on segmentation steps/Positioning and Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ MKTG300 continues to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MKTG300 may want to revise the assessment to be more of a free-form response to indicate student's ability to "describe" and "apply" the concepts.</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance targets were met in all F2F and online sections of MKTG300.</li> <li>▪ Performance in the online section was notably lower than in the F2F, although acceptable.</li> <li>▪ Faculty report that the assessment was implemented as part of an exam.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty teaching the online version of MKTG300 should enhance how market segmentation and positioning are presented in this venue in order to improve student performance and understanding.</li> <li>▪ An additional measure of this LG will need to be developed for inclusion on the ETS-MFT or as an essay for a sample of graduating seniors.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>▪ Performance exceeded expectations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time.</li> <li>▪ If performance continues at this level for a second implementation, the measure will be re-examined to ensure that it is adequate for this objective, and if so, the target performance level will be raised.</li> </ul>								

Program LO	Performance										
<p>2.d.iv Students will <i>explain</i> the distinction between standardization and customization when companies craft global marketing programs.</p> <p>Measured in: <b>MKTG300</b></p>	<div data-bbox="934 203 1549 511" style="text-align: center;"> <p><b>LG2.d.iv: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.83</td> </tr> <tr> <td>Spring 2012</td> <td>0.86</td> </tr> <tr> <td>Spring 2013</td> <td>0.89</td> </tr> </tbody> </table> </div>			Year	Percent of Students	Spring 2011	0.83	Spring 2012	0.86	Spring 2013	0.89
Year	Percent of Students										
Spring 2011	0.83										
Spring 2012	0.86										
Spring 2013	0.89										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>▪ MKTG300 included a lecture on segmentation steps/Positioning and Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ MKTG300 continues to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MKTG300 may want to revise the assessment to be more of a free-form response to indicate student's ability to "explain" the concepts.</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance targets were met in both F2F and online sections of MKTG300.</li> <li>▪ Faculty report that the assessment was implemented as part of an exam.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time regarding course changes.</li> <li>▪ Since this represents another cycle of high performance on this measure, the OAC should consider raising the minimal acceptable level to at least 80% for the next cycle.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>▪ The performance target was met with just 16.3% of students not meeting expectations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ While the target was met, if performance at this level continues for a second implementation, the measure will be re-examined to ensure that it is adequate for this LO, and if so, the target performance level will be raised.</li> </ul>								

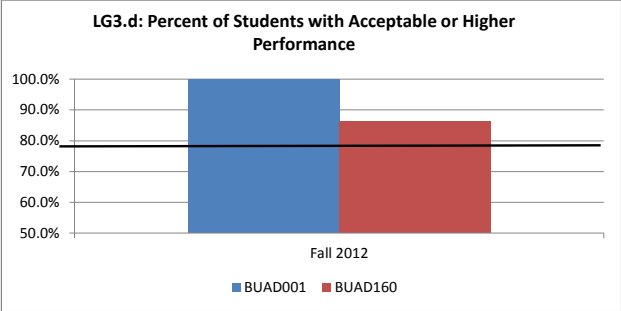
Program LO	Performance										
<p>2.e Students will <i>integrate</i> knowledge across functional areas of business in solving a business problem in a global business environment.</p> <p>Measured in:  <b>BUAD475</b>  <b>ETS-MFT</b></p>	<div data-bbox="974 196 1589 532" data-label="Figure"> <p style="text-align: center;"><b>LG2.e: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>~0.63</td> </tr> <tr> <td>Spring 2012</td> <td>1.0</td> </tr> <tr> <td>Spring 2013</td> <td>1.0</td> </tr> </tbody> </table> </div>			Year	Percent of Students	Spring 2011	~0.63	Spring 2012	1.0	Spring 2013	1.0
Year	Percent of Students										
Spring 2011	~0.63										
Spring 2012	1.0										
Spring 2013	1.0										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>▪ BUAD475 did not indicate any intervention\</li> <li>▪ ETS-MFT continues to be given without preparation in the BUAD475 class</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD475 exceeded expectations</li> <li>▪ ETS-MFT performance declined in spring 2013</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD475 assessment should be standardized in the next reporting cycle to ensure comparable data.</li> <li>▪ ETS-MFT results should be reviewed on through the item analysis to determin where the falls occur</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>▪ Performance targets were met in BUAD475 for this period.</li> <li>▪ The faculty also note that in the CAPSIM simulation, Edinboro students frequently ranked in the 90<sup>th</sup> percentile among nearly 1000 competing teams worldwide.</li> <li>▪ The ETS-MFT institutional mean remains at the 65<sup>th</sup> percentile for AY 2011-2012. The percent of students in the 80<sup>th</sup> percentile is 15.3%, with 8.2% at the 90<sup>th</sup> percentile.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No changes are recommended at this time. With a new faculty member in strategic management starting in fall 2012, the methods of assessment undergo a fresh review in this area.</li> <li>▪ ETS-MFT performance remains stable and acceptable, although better performance with regard to students in the 80<sup>th</sup> and 90<sup>th</sup> percentile is desired. However, the School does not provide special preparation for this exam and does not use it for promotional purposes.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>▪ The performance target was not met in BUAD475.</li> <li>▪ The ETS-MFT results from AY 2010-2011 show overall performance at the 65<sup>th</sup> percentile, which is above the target of 60<sup>th</sup> percentile.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results indicate that additional student exposure to strategic planning and analysis may be needed. Earlier exposure to strategic planning was needed in the curriculum, with this concept reinforced in BUAD475.</li> </ul>								

Program LO	Performance														
<p>3.a Students will effectively and concisely <i>communicate</i> ideas and opinions related to a complex business issue.</p> <p>Measured in:  <b>BUAD260</b>  <b>MKTG300</b></p>	<div data-bbox="957 180 1564 490" style="text-align: center;"> <p><b>LG3.a: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 10px auto;"> <caption>Data for LG3.a: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Measurement Date</th> <th>BUAD260</th> <th>MKTG300</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>~0.78</td> <td>~0.80</td> </tr> <tr> <td>Fall 2011</td> <td>~0.78</td> <td>~0.92</td> </tr> <tr> <td>Fall 2012</td> <td>~0.80</td> <td>~0.92</td> </tr> </tbody> </table> </div>			Measurement Date	BUAD260	MKTG300	Spring 2010	~0.78	~0.80	Fall 2011	~0.78	~0.92	Fall 2012	~0.80	~0.92
Measurement Date	BUAD260	MKTG300													
Spring 2010	~0.78	~0.80													
Fall 2011	~0.78	~0.92													
Fall 2012	~0.80	~0.92													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>None noted</li> </ul>	<ul style="list-style-type: none"> <li>Both courses continue to meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>Faculty felt the assessment was appropriate.</li> <li>Consider adding rigor to the assessments or increasing the benchmarks on the current assessments in the future.</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>In BUAD260, performance levels were met with approximately 22% not meeting target.</li> <li>Results in the MKTG300 course showed performance targets met in the communication essay in both F2F and online sections.</li> </ul>	<ul style="list-style-type: none"> <li>No action is needed at this time and a lower level of writing performance is expected in BUAD260 given the early placement of the course in the curriculum.</li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>Essays analyzed by scoring rubrics in the following areas in BUAD260: quality of legal information, level of legal analysis, and organization. Target performance levels were met on each element and overall.</li> <li>This LO was scored using a rubric on an essay in all sections; target performance was met.</li> </ul>	<ul style="list-style-type: none"> <li>No action is needed at this time.</li> </ul>												

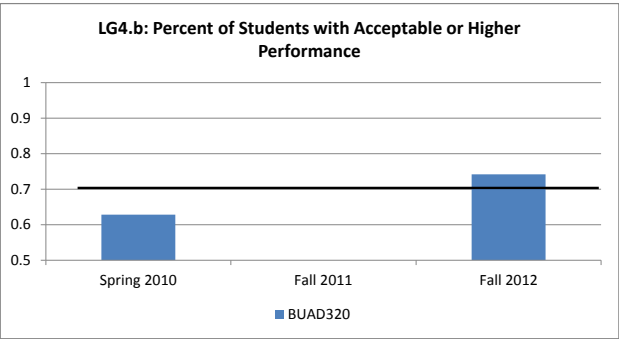
Program LO	Performance														
<p>3.b Students will <i>create</i> and <i>deliver</i> professional presentations using appropriate business presentation technology.</p> <p>Measured in:  <b>BUAD320</b>  <b>BUAD475</b></p>	<div data-bbox="968 175 1581 511" style="text-align: center;"> <p><b>LG3.b: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Term</th> <th>BUAD320</th> <th>BUAD475</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>1.0</td> <td>~0.89</td> </tr> <tr> <td>Fall 2011</td> <td>1.0</td> <td>1.0</td> </tr> <tr> <td>Fall 2012</td> <td>1.0</td> <td>~0.94</td> </tr> </tbody> </table> </div>			Term	BUAD320	BUAD475	Spring 2010	1.0	~0.89	Fall 2011	1.0	1.0	Fall 2012	1.0	~0.94
Term	BUAD320	BUAD475													
Spring 2010	1.0	~0.89													
Fall 2011	1.0	1.0													
Fall 2012	1.0	~0.94													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>▪ BUAD320 - None Noted</li> <li>▪ BUAD475 – Given the turnover in management faculty, case studies were utilized rather than simulations in Fall 2012</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD320 - Faculty member expressed concern about teaching the class for 1 evening a week and its impact on pedagogy and learning.</li> <li>▪ BUAD475 – faculty felt presentations were borderline acceptable and student presentation skills were lacking in organization and relevancy of content.</li> <li>▪ BUAD475 – faculty report students were monotone and expressed no excitement in their presentations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD320 - Faculty recommend dedicating more time to SAP due to student’s lack of exposure to the product prior to this course.</li> <li>▪ BUAD475 – faculty recommend devoting more time toward teaching the development and production of an effective presentation.</li> <li>▪ Consider identifying a general education course that would be more appropriate to assess this outcome.</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>▪ Measures were not reported in BUAD320 by a temporary faculty member.</li> <li>▪ Performance in group presentations was assessed with a rubric where target performance was met.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time as students continue to demonstrate appropriate presentation skills.</li> <li>▪ Additional enforcement and education in performing assessments is needed for temporary faculty. <ul style="list-style-type: none"> <li>▪ All faculty teaching courses in which assessments were to take place were notified in August, 2012 of the need for assessment and provided a copy of the assessment instrument.</li> <li>▪ The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>▪ A group presentation was assessed in BUAD320 and targets were met in both F2F and online course sections.</li> <li>▪ In BUAD475 group presentations were also assessed and met performance levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The results imply that at present a separate course for presentation skills may not be needed in the program. However, the department may also consider using outside evaluators of these skills to ensure proper evaluation. This could include using Advisory Board members to assess a sample of presentations or recording a sample of presentations for assessment by communication faculty. <ul style="list-style-type: none"> <li>▪ The Dean will e-mail faculty teaching this course of this recommendation.</li> </ul> </li> </ul>												

Program LO	Performance														
<p>3.c Students will <i>produce</i> reports and business correspondence of professional quality.</p> <p>Measured in:  <b>BUAD260 (for ASBA and BSBA)</b>  <b>FIN300 (for BSBA)</b></p>	<div data-bbox="953 191 1562 526" style="text-align: center;"> <p><b>LG 3.c: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Term</th> <th>BUAD260</th> <th>FIN300</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>0.88</td> <td>0.89</td> </tr> <tr> <td>Fall 2011</td> <td>0.89</td> <td>0.96</td> </tr> <tr> <td>Fall 2012</td> <td>0.87</td> <td>0.96</td> </tr> </tbody> </table> </div>			Term	BUAD260	FIN300	Spring 2010	0.88	0.89	Fall 2011	0.89	0.96	Fall 2012	0.87	0.96
Term	BUAD260	FIN300													
Spring 2010	0.88	0.89													
Fall 2011	0.89	0.96													
Fall 2012	0.87	0.96													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>▪ None Noted</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD260 and FIN300 continue to exceed expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment appears to continue to be appropriate for the objective</li> <li>▪ Consider raising the benchmark or increasing rigor of the assessment in the future.</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>▪ Performance targets were met in BUAD260 with just 11% of students not performing at an acceptable level.</li> <li>▪ Performance targets were met in both F2F and online sections of FIN300, where students developed an essay as part of a ratio analysis. Only 4% of students overall did not meet target levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time with respect to this LG.</li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>▪ As noted elsewhere, data were incomplete for measurements taken in FIN300, but the results from one section of the course showed the target performance level to have been met.</li> <li>▪ For BUAD260, a written business report was assessed using a rubric considering writing mechanics and presentation. Target performance was met.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time and it is assumed that performance should remain favorable with the Business English course now required for all BSBA students.</li> </ul>												



Program LO	Performance								
<p>3.d Students will <i>demonstrate</i> active listening skills.</p> <p>Measured in:  <b>BUAD001</b>  <b>BUAD160</b></p>	<p style="text-align: center;"><b>LG3.d: Percent of Students with Acceptable or Higher Performance</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Performance Data for Fall 2012</caption> <thead> <tr> <th>Program</th> <th>Percent of Students with Acceptable or Higher Performance</th> </tr> </thead> <tbody> <tr> <td>BUAD001</td> <td>~95.0%</td> </tr> <tr> <td>BUAD160</td> <td>~85.0%</td> </tr> </tbody> </table>			Program	Percent of Students with Acceptable or Higher Performance	BUAD001	~95.0%	BUAD160	~85.0%
Program	Percent of Students with Acceptable or Higher Performance								
BUAD001	~95.0%								
BUAD160	~85.0%								
Measurement Dates	Interventions	Findings	Recommended Actions						
<p>Fall 2012</p>	<ul style="list-style-type: none"> <li>• BUAD001 – First introduction of Assessment</li> <li>• BUAD160 - First introduction of Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• BUAD001 – instructor felt a more detailed assessment of listening would be more useful.</li> <li>• BUAD160 – Instructor indicated they felt the instrument was not as effective as they would like.</li> </ul>	<ul style="list-style-type: none"> <li>• BUAD001 – instructor felt a more detailed assessment of listening should be performed and recommends revisiting assessment.</li> <li>• BUAD160 – Instructor indicated that active listening was not part of the course and, therefore, should be incorporated as a subject in the course and create an alternative assessment for this LO that better assesses student’s abilities.</li> <li>• Consider adding a leadership component to MGMT300 and assessing this objective in that course.</li> <li>• Need to revisit the instrument for appropriateness.</li> </ul>						

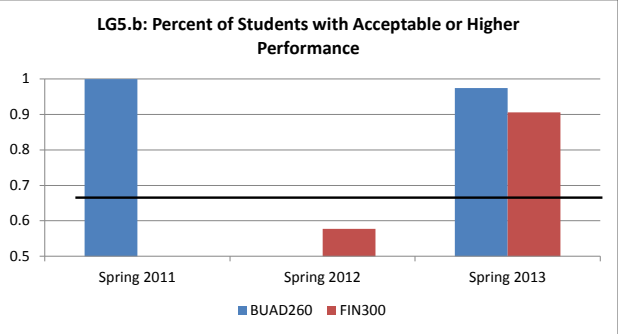
Program LO	Performance														
<p>4.a Students will effectively <i>employ</i> spreadsheets for statistical, relational, and graphical analyses of business data.</p> <p>Measured in:  <b>BUAD320</b>  <b>QUAN340</b></p>	<div data-bbox="982 183 1598 516" style="text-align: center;"> <p><b>LG4.a: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: auto;"> <caption>Data for LG4.a: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Measurement Date</th> <th>BUAD320</th> <th>QUAN340</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>~0.83</td> <td>~0.91</td> </tr> <tr> <td>Fall 2011</td> <td>~0.98</td> <td>~0.98</td> </tr> <tr> <td>Fall 2012</td> <td>1.00</td> <td>~0.95</td> </tr> </tbody> </table> </div>			Measurement Date	BUAD320	QUAN340	Spring 2010	~0.83	~0.91	Fall 2011	~0.98	~0.98	Fall 2012	1.00	~0.95
Measurement Date	BUAD320	QUAN340													
Spring 2010	~0.83	~0.91													
Fall 2011	~0.98	~0.98													
Fall 2012	1.00	~0.95													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>▪ BUAD320 - None Noted</li> <li>▪ QUAN340 – faculty stressed calculation and interpretation during regular lectures, held a review session prior to each exam, gave more in-class practice questions, and assigned more calculation and interpretation-related homework.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD320 - Faculty member expressed concern about teaching the class for 1 evening a week and its impact on pedagogy and learning.</li> <li>▪ QUAN340 - faculty noted that students improved performance, but noted a high level of non-completion of the assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review the rigor of the assessments and re-design. Consider increasing the benchmark for future semesters.</li> <li>▪ QUAN340 – Faculty recommend incorporating assessment in a mandatory assignment or exam to increase participation rates.</li> <li>▪ QUAN340 – Faculty indicated a need to continue to emphasize analytical and interpretation in class.</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>▪ Measures were not reported in BUAD320 by a temporary faculty member.</li> <li>▪ Performance met target in QUAN340 in all areas of the assessment. It was noted that a large number of students did not complete the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action related to student performance is needed at this time.</li> <li>▪ Additional enforcement and education in performing assessments is needed for temporary faculty. <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation.</b></li> </ul> </li> <li>▪ Faculty teaching QUAN340 will be informed that assessment measures need to be implemented in a way such that they are not optional for student participation. <ul style="list-style-type: none"> <li>▪ <b>All faculty teaching courses in which assessments were to take place were notified in August, 2012 of the need for assessment and provided a copy of the assessment instrument.</b></li> </ul> </li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>▪ Spreadsheet analysis was performed in BUAD320 where results showed that the department target level of performance was met.</li> <li>▪ In QUAN340, results were analyzed separately for statistical, relational, and graphical spreadsheet skills. In all cases, target performance levels were met.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time.</li> </ul>												

Program LO	Performance										
<p>4.b Students will <i>demonstrate</i> knowledge of Enterprise Resource Planning (ERP) system functions in support of business decisions.</p> <p>Measured in: <b>BUAD320</b></p>	 <table border="1"> <caption>LG4.b: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Measurement Date</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>0.63</td> </tr> <tr> <td>Fall 2011</td> <td>0.75</td> </tr> <tr> <td>Fall 2012</td> <td>0.75</td> </tr> </tbody> </table>			Measurement Date	Percent of Students	Spring 2010	0.63	Fall 2011	0.75	Fall 2012	0.75
Measurement Date	Percent of Students										
Spring 2010	0.63										
Fall 2011	0.75										
Fall 2012	0.75										
Measurement Dates	Interventions	Findings	Recommended Actions								
Fall 2012	<ul style="list-style-type: none"> <li>BUAD320 - None Noted</li> </ul>	<ul style="list-style-type: none"> <li>BUAD320 - Faculty member expressed concern about teaching the class for 1 evening a week and its impact on pedagogy and learning.</li> </ul>	<ul style="list-style-type: none"> <li>BUAD320 - Faculty recommend dedicating more time to SAP due to student's lack of exposure to the product prior to this course.</li> <li>Keep the assessment</li> <li>Additional enforcement and education in performing assessments is needed for temporary faculty. <ul style="list-style-type: none"> <li><b>The Dean will e-mail faculty teaching this course of this recommendation.</b></li> </ul> </li> <li>A replacement tenure-track faculty member has been hire to start fall 2012, when a new measure will be collected.</li> </ul>								
Fall 2011		<ul style="list-style-type: none"> <li>Measures were not reported in BUAD320 by a temporary faculty member.</li> </ul>	<ul style="list-style-type: none"> <li>Results were positive in the sense that students were able to effectively perform an applied SAP exercise, but faculty will need to make recommendations regarding ways to improve performance on the topics covered in the objective exam questions. The areas tested include the sequencing of activities in the sales order purchasing cycles, and the creation of vendor master records. <ul style="list-style-type: none"> <li><b>The Dean will e-mail faculty teaching this course of this recommendation.</b></li> </ul> </li> </ul>								
Spring 2010		<ul style="list-style-type: none"> <li>While students performed well in the SAP exercise, performance was far below target on the objective questions comprising the measure.</li> <li>In terms of overall results, performance was met for the online offering of the course, but not in the F2F sections.</li> </ul>	<ul style="list-style-type: none"> <li>Results were positive in the sense that students were able to effectively perform an applied SAP exercise, but faculty will need to make recommendations regarding ways to improve performance on the topics covered in the objective exam questions. The areas tested include the sequencing of activities in the sales order purchasing cycles, and the creation of vendor master records. <ul style="list-style-type: none"> <li><b>The Dean will e-mail faculty teaching this course of this recommendation.</b></li> </ul> </li> </ul>								

<p>4.c Students will <i>demonstrate</i> competence in the integration of software functions for the professional and effective electronic communication of ideas.</p> <p>Measured in:  <b>BUAD320</b>  <b>QUAN340</b></p>	<table border="1"> <caption>LG4.c: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Term</th> <th>BUAD320</th> <th>QUAN340</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>0.85</td> <td>0.95</td> </tr> <tr> <td>Fall 2011</td> <td>-</td> <td>0.90</td> </tr> <tr> <td>Fall 2012</td> <td>0.95</td> <td>0.95</td> </tr> </tbody> </table>			Term	BUAD320	QUAN340	Spring 2010	0.85	0.95	Fall 2011	-	0.90	Fall 2012	0.95	0.95
Term	BUAD320	QUAN340													
Spring 2010	0.85	0.95													
Fall 2011	-	0.90													
Fall 2012	0.95	0.95													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>▪ BUAD320 - None noted</li> <li>▪ QUAN340 – faculty stressed calculation and interpretation during regular lectures, held a review session prior to each exam, gave more in-class practice questions, and assigned more calculation and interpretation-related homework.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD320 - Faculty member expressed concern about teaching the class for 1 evening a week and its impact on pedagogy and learning.</li> <li>▪ QUAN340 - faculty noted that students improved performance, but noted a high level of non-completion of the assessment</li> <li>▪ BUAD475 – faculty felt student presentations had too much information, suggesting inability to determine relevant content for a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD320 - Faculty recommend dedicating more time to SAP due to student’s lack of exposure to the product prior to this course.</li> <li>▪ QUAN340 – Faculty recommend incorporating assessment in a mandatory assignment or exam to increase participation rates.</li> <li>▪ QUAN340 – Faculty indicated a need to continue to emphasize analytical and interpretation in class.</li> <li>▪ E-mail for QUAN340 is outdated - question is whether we should assess the ability to send e-mails.</li> <li>▪ COMM320 would be a good course to assess this in.</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>▪ Measures were not reported in BUAD320 by a temporary faculty member.</li> <li>▪ Measures in QUAN340 showed that performance targets were met with just 10% of students not meeting the targets.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action related to student performance is needed at this time.</li> <li>▪ Additional enforcement and education in performing assessments is needed for temporary faculty. <ul style="list-style-type: none"> <li>▪ <b>The Dean will e-mail faculty teaching this course of this recommendation</b></li> </ul> </li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>▪ In BUAD320, the LO was measured in an assignment requiring integration of Excel output into a Word report; both F2F and online students met target performance levels.</li> <li>▪ In QUAN340, students were assessed on software integration ability and in the communication of ideas. In both areas, students met target performance levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time.</li> </ul>												

Program LO	Performance														
<p>4.d Students will <i>identify</i> appropriate technology for support of business analysis and decisions.</p> <p>Measured in:  <b>BUAD320</b>  <b>BUAD475</b></p>	<div data-bbox="980 181 1598 516" data-label="Figure"> <table border="1"> <caption>LG4.d: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Term</th> <th>BUAD320</th> <th>BUAD475</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>0.85</td> <td>0.72</td> </tr> <tr> <td>Fall 2011</td> <td>0.75</td> <td>0.60</td> </tr> <tr> <td>Fall 2012</td> <td>0.92</td> <td>1.00</td> </tr> </tbody> </table> </div>			Term	BUAD320	BUAD475	Spring 2010	0.85	0.72	Fall 2011	0.75	0.60	Fall 2012	0.92	1.00
Term	BUAD320	BUAD475													
Spring 2010	0.85	0.72													
Fall 2011	0.75	0.60													
Fall 2012	0.92	1.00													
Measurement Dates	Intervention	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> <li>BUAD320 - None Noted</li> <li>BUAD475 – Given the turnover in management faculty, case studies were utilized rather than simulations in Fall 2012</li> </ul>	<ul style="list-style-type: none"> <li>BUAD320 - Faculty member expressed concern about teaching the class for 1 evening a week and its impact on pedagogy and learning.</li> </ul>	<ul style="list-style-type: none"> <li>BUAD320 - Faculty recommend dedicating more time to SAP due to student’s lack of exposure to the product prior to this course.</li> <li>The assessment in both courses should be reviewed for appropriateness.</li> </ul>												
Fall 2011		<ul style="list-style-type: none"> <li>Measures were not reported in BUAD320 by a temporary faculty member.</li> <li>Measures in BUAD475 did not meet targets overall or in either the Current Situation Analysis or Proposed Strategy Analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Additional enforcement and education in performing assessments is needed for temporary faculty. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation</li> </ul> </li> <li>With a change in management faculty, previous concerns regarding the appropriateness of the employed measure in BUAD475 had not yet been addressed. With new faculty in place starting fall 2012, this measure will need to be evaluated to determine if a replacement measure should be developed and implemented.</li> </ul>												
Spring 2010		<ul style="list-style-type: none"> <li>Objective questions were used in BUAD320 and students in both online and F2F sections met target performance levels.</li> <li>In BUAD475, students were assessed in a Current Situation Analysis and in a Proposed Strategy Analysis. While overall performance met the target, students performed below target on the Proposed Strategy Analysis.</li> </ul>	<ul style="list-style-type: none"> <li>A discussion will be needed regarding the nature of the Proposed Strategy Analysis to determine how improvements in student performance can be made. <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation</li> </ul> </li> <li>To what extent are the BUAD475 measures geared to addressing technology for support of business analysis and decisions? <ul style="list-style-type: none"> <li>The Dean will e-mail faculty teaching this course of this recommendation</li> </ul> </li> </ul>												

Program LO	Performance										
<p>5.a Students will <i>identify</i> an ethical dilemma in a business case, and <i>propose</i> and <i>defend</i> alternative courses of action.</p> <p>Measured in: <b>BUAD160</b></p>	<div data-bbox="953 185 1570 521" data-label="Figure"> <table border="1"> <caption>LG5.a: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>Performance (BUAD160)</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.85</td> </tr> <tr> <td>Spring 2012</td> <td>0.85</td> </tr> <tr> <td>Spring 2013</td> <td>0.45</td> </tr> </tbody> </table> </div>			Year	Performance (BUAD160)	Spring 2011	0.85	Spring 2012	0.85	Spring 2013	0.45
Year	Performance (BUAD160)										
Spring 2011	0.85										
Spring 2012	0.85										
Spring 2013	0.45										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> <li>None Noted</li> </ul>	<ul style="list-style-type: none"> <li>Student performance fell drastically in spring 2013</li> </ul>	<ul style="list-style-type: none"> <li>BUAD160 was taught by a temporary faculty in spring 2013 and it is expected that the hiring of a new, full-time, tenure track position for this course will improve course delivery from one of introduction to business to one with a business ethics focus.</li> </ul>								
Spring 2012		<ul style="list-style-type: none"> <li>Performance targets were met in BUAD160 for this LG overall. Lower areas of performance included testing options against standards, and taking or defending a reasoned position.</li> </ul>	<ul style="list-style-type: none"> <li>No action is warranted at this time in terms of student learning of the concepts.</li> <li>An additional measure of this LG will need to be developed for inclusion on the ETS-MFT or as an essay for a sample of graduating seniors.</li> </ul>								
Spring 2011		<ul style="list-style-type: none"> <li>The performance target was met as measured in BUAD160. However, few students answered all questions correctly, with lower performance in the following areas: understanding the necessity of fact finding, testing options against standards, and taking/defending a reasoned position.</li> </ul>	<ul style="list-style-type: none"> <li>The three low performing areas should be reinforced in the BUAD160 course.</li> <li>Students should be assigned/provided an ethical case study with each of the steps in identifying and analyzing an ethical dilemma presented.</li> <li>While ethical decision-making is reinforced at other points in the curriculum, the department must consider a later point in the program where ethical analysis is measured. The department should consider a broad senior-level assessment experience to capture this and other learning objectives.</li> </ul>								

Program LO	Performance														
<p>5.b Students will <i>demonstrate</i> an understanding of the legal environment of business.</p> <p>Measured in:  <b>BUAD260</b>  <b>FIN300</b></p>	<p style="text-align: center;"><b>LG5.b: Percent of Students with Acceptable or Higher Performance</b></p>  <table border="1" data-bbox="968 180 1581 511"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>BUAD260</th> <th>FIN300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>1.0</td> <td>0.58</td> </tr> <tr> <td>Spring 2012</td> <td>0.58</td> <td>0.58</td> </tr> <tr> <td>Spring 2013</td> <td>1.0</td> <td>0.9</td> </tr> </tbody> </table>			Year	BUAD260	FIN300	Spring 2011	1.0	0.58	Spring 2012	0.58	0.58	Spring 2013	1.0	0.9
Year	BUAD260	FIN300													
Spring 2011	1.0	0.58													
Spring 2012	0.58	0.58													
Spring 2013	1.0	0.9													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>▪ BUAD260 had met the objective previously and no interventions indicated</li> <li>▪ FIN300 noted no interventions</li> </ul>	<ul style="list-style-type: none"> <li>▪ BUAD260 continues to meet the objective</li> <li>▪ FIN300 has now met expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ The department should work with faculty to ensure assessments are properly given each year of the assessment cycle to ensure that students are assessed on these outcomes in both courses.</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>▪ Data for the measure in BUAD260 was not collectable from a temporary faculty member.</li> <li>▪ Data were measured in FIN300 using exam questions. Performance did not meet target in this first measure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty input indicates that the legal issues assessed in this measure are not typically covered in the FIN300 course in lecture or in the text book, although most students should have completed BUAD260 prior to this course.</li> <li>▪ The faculty recommendation is to introduce/review more information on the legal environment of business into the course. This could be done through a lecture or assigned review readings. Additional homework or class exercises may also be employed to reinforce student understanding of the concept.</li> <li>▪ The OAC should consider whether FIN300 is an appropriate place for assessing this LG or whether an additional measure should be added to the ETS-MFT or through testing a sample of graduating seniors.</li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>▪ The performance target was met in BUAD260.</li> <li>▪ Data from FIN300 was not available for spring 2011.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The findings from BUAD260 will need to be reinforced and verified in the next measurement period (spring 2012) to ensure that performance remains acceptable.</li> </ul>												

Program LO	Performance														
<p>5.c Students will <i>identify</i> the difference between legal and ethical decision-making.</p> <p>Measured in:  <b>BUAD260 (for ASBA and BSBA)</b>  <b>MKTG300 (for BSBA)</b></p>	<div data-bbox="976 178 1591 511" style="text-align: center;"> <p><b>LG5.c: Percent of Students with Acceptable or Higher Performance</b></p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>BUAD260</th> <th>MKTG300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.0</td> <td>0.85</td> </tr> <tr> <td>Spring 2012</td> <td>0.0</td> <td>0.95</td> </tr> <tr> <td>Spring 2013</td> <td>0.98</td> <td>0.85</td> </tr> </tbody> </table> </div>			Year	BUAD260	MKTG300	Spring 2011	0.0	0.85	Spring 2012	0.0	0.95	Spring 2013	0.98	0.85
Year	BUAD260	MKTG300													
Spring 2011	0.0	0.85													
Spring 2012	0.0	0.95													
Spring 2013	0.98	0.85													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> <li>▪ None Noted</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student performance fell drastically in spring 2013</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessments should continue as noted to ensure proper assessment of this LO</li> </ul>												
Spring 2012		<ul style="list-style-type: none"> <li>▪ Data for the measure in BUAD260 was not collectable from a temporary faculty member.</li> <li>▪ Performance targets were met in both F2F and online sections of MKTG300.</li> <li>▪ Faculty indicate that the measures in MKTG300 were embedded in an exam.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time, particularly with regard to MKTG300.</li> <li>▪ The OAC will need to ensure that measures are forthcoming from temporary faculty assigned to teach in assessed courses.</li> </ul>												
Spring 2011		<ul style="list-style-type: none"> <li>▪ Data from BUAD260 were not available for spring 2011.</li> <li>▪ The performance target was met in MKTG300.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No action is needed at this time with performance well within acceptable limits in MKTG300.</li> <li>▪ The findings will need to be reinforced and verified through the next measurement implementation in both courses.</li> </ul>												