

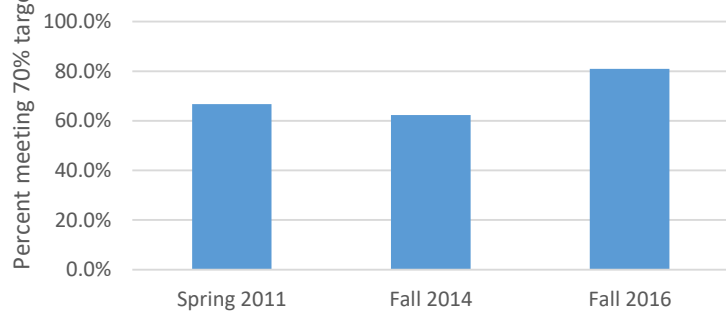
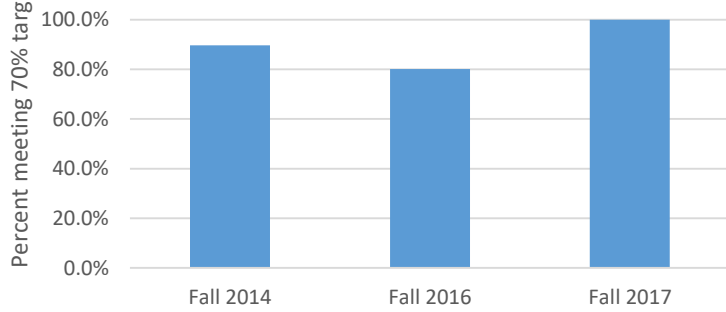
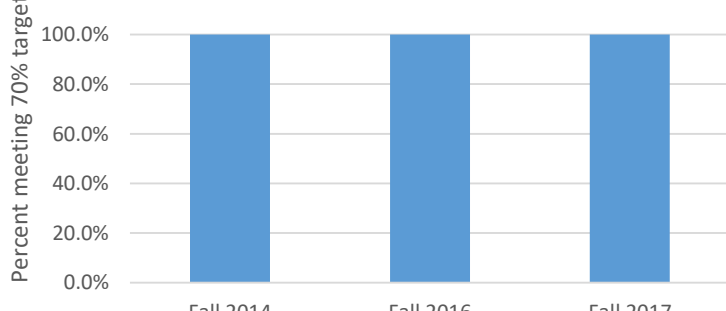
Figure 4.2 - Standard Four: Measurement and Analysis of Student Learning and Performance Bachelor of Business Program

		Analysis of Results																										
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2																							
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																							
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																								
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																											
Internal Direct: Direct																												
Demonstration of effective written communication	Data: direct, formative, internal, comparative (temporal). Source: course embedded assessment.			In 2013, a new writing rubric was developed to better identify areas such as grammar, sentence structure, composition etc. When employed in 2014, results were found to better reflect what was observed. Faculty decided to give one low stakes writing assignment with extensive feedback then another writing assignment where students were expected to use the BSU Writing Center and/or Smart Thinking prior to submitting. Faculty have also collaborated with English Department faculty to share ideas on improvement strategies. Future	Written Communication <table><caption>Written Communication Data</caption><thead><tr><th>Semester</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2010</td><td>82.00%</td></tr><tr><td>Spring 2012</td><td>72.00%</td></tr><tr><td>Fall 2014</td><td>45.00%</td></tr><tr><td>Spring 2017</td><td>68.00%</td></tr></tbody></table>	Semester	Percent meeting 70% target	Fall 2010	82.00%	Spring 2012	72.00%	Fall 2014	45.00%	Spring 2017	68.00%	Writing												
Semester	Percent meeting 70% target																											
Fall 2010	82.00%																											
Spring 2012	72.00%																											
Fall 2014	45.00%																											
Spring 2017	68.00%																											
Demonstration of effective written communication	Data: direct, formative/summative, internal, comparative (temporal). Source: BSU English Proficiency Examination (EPE)				EPE - Written Communication <table><caption>EPE - Written Communication Data</caption><thead><tr><th>Semester</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2011</td><td>75.00%</td></tr><tr><td>Spring 2012</td><td>68.00%</td></tr><tr><td>Fall 2012</td><td>75.00%</td></tr><tr><td>Spring 2013</td><td>70.00%</td></tr><tr><td>Fall 2013</td><td>68.00%</td></tr><tr><td>Spring 2014</td><td>60.00%</td></tr><tr><td>Fall 2014</td><td>50.00%</td></tr><tr><td>Spring 2015</td><td>50.00%</td></tr><tr><td>Fall 2015</td><td>52.00%</td></tr><tr><td>Spring 2016</td><td>52.00%</td></tr></tbody></table>	Semester	Percent meeting 70% target	Fall 2011	75.00%	Spring 2012	68.00%	Fall 2012	75.00%	Spring 2013	70.00%	Fall 2013	68.00%	Spring 2014	60.00%	Fall 2014	50.00%	Spring 2015	50.00%	Fall 2015	52.00%	Spring 2016	52.00%	Writing
Semester	Percent meeting 70% target																											
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Spring 2015	50.00%																											
Fall 2015	52.00%																											
Spring 2016	52.00%																											

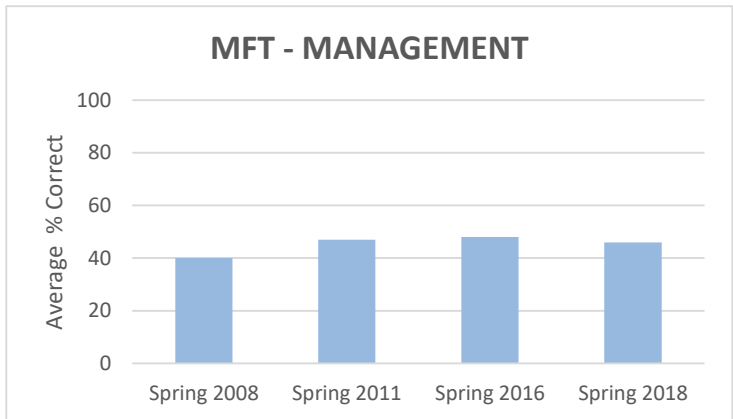
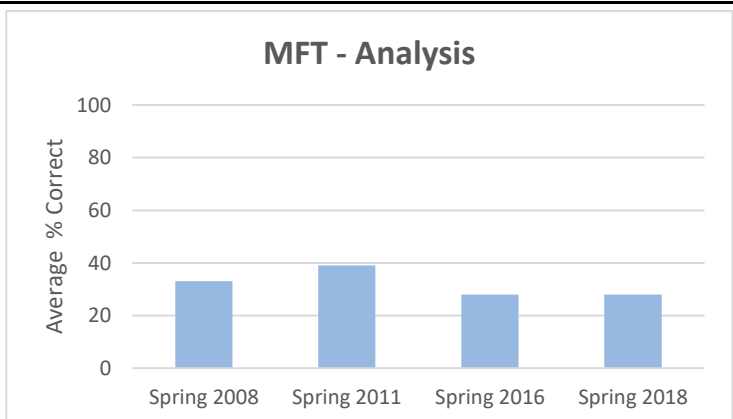
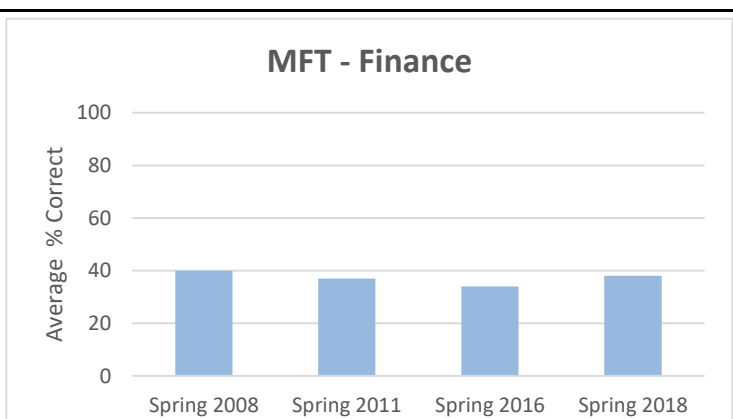
Writing

Writing

		Analysis of Results																								
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2																					
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																					
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																						
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																									
Demonstration of effective oral communication	Data: direct, formative, internal, comparative (temporal). Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency; 2012 target	Students scored at 88.4% level, higher than previous period	Students oral communication skills are generally better than written communication skills. More opportunities, including additional courses need to be identified to allow student to improve their skills. Prior to Fall 2016, increased the use of oral presentations in relevant courses to at least two with first providing extensive feedback. Allow students to provide peer feedback. Assign students YouTube video on how to prepare excellent	Oral Communication <table><caption>Oral Communication Data</caption><thead><tr><th>Time Period</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Spring 2012</td><td>65.0%</td></tr><tr><td>Spring 2013</td><td>85.0%</td></tr><tr><td>Fall 2014</td><td>50.0%</td></tr><tr><td>Spring 2016</td><td>85.0%</td></tr><tr><td>Spring 2018</td><td>85.0%</td></tr></tbody></table>	Time Period	Percent meeting 70% target	Spring 2012	65.0%	Spring 2013	85.0%	Fall 2014	50.0%	Spring 2016	85.0%	Spring 2018	85.0%	Oral Communication								
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Spring 2013	85.0%																									
Fall 2014	50.0%																									
Spring 2016	85.0%																									
Spring 2018	85.0%																									
Demonstration of the use of critical thinking to solve business problems	Data: direct, formative, internal, comparative (temporal). Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency; 2012 target	78% of students met target, an increase from previous period	Economics and Accounting faculty, with their extensive curriculum redesign have focused on improving students critical thinking skills. Finance faculty determined that they would have students journalize their trades reasoning out the rationale for their trade decisions.	Critical Thinking <table><caption>Critical Thinking Data</caption><thead><tr><th>Time Period</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Spring 2011</td><td>62.0%</td></tr><tr><td>Spring 2012</td><td>85.0%</td></tr><tr><td>Fall 2014</td><td>60.0%</td></tr><tr><td>Spring 2018</td><td>78.0%</td></tr></tbody></table>	Time Period	Percent meeting 70% target	Spring 2011	62.0%	Spring 2012	85.0%	Fall 2014	60.0%	Spring 2018	78.0%	Critical Thinking										
Time Period	Percent meeting 70% target																									
Spring 2011	62.0%																									
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Fall 2014	60.0%																									
Spring 2018	78.0%																									
Demonstration of the use of critical thinking to solve business problems	Data: direct, summative, external, comparative (Nation). Source: GloBus Strategic Simulation Game	A goal of 70th (percentile ranking vs. US) was set as a benchmark in 2014	Student performance increased to 20 from previous period 16 but still below previous trend	In spring 2015, implemented the following: Increase Bb assignments, Increase student collaborative work, and Increase faculty guidance with course materials.	GloBus - Critical (Strategic) Thinking <table><caption>GloBus - Critical (Strategic) Thinking Data</caption><thead><tr><th>Time Period</th><th>Average percentile meeting score of 70</th></tr></thead><tbody><tr><td>Spring 2013</td><td>50</td></tr><tr><td>Fall 2013</td><td>60</td></tr><tr><td>Spring 2014</td><td>75</td></tr><tr><td>Fall 2014</td><td>55</td></tr><tr><td>Spring 2015</td><td>75</td></tr><tr><td>Fall 2015</td><td>75</td></tr><tr><td>Fall 2016</td><td>60</td></tr><tr><td>Fall 2017</td><td>15</td></tr><tr><td>Spring 2018</td><td>20</td></tr></tbody></table>	Time Period	Average percentile meeting score of 70	Spring 2013	50	Fall 2013	60	Spring 2014	75	Fall 2014	55	Spring 2015	75	Fall 2015	75	Fall 2016	60	Fall 2017	15	Spring 2018	20	Globus-Critical Thinking
Time Period	Average percentile meeting score of 70																									
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Spring 2014	75																									
Fall 2014	55																									
Spring 2015	75																									
Fall 2015	75																									
Fall 2016	60																									
Fall 2017	15																									
Spring 2018	20																									

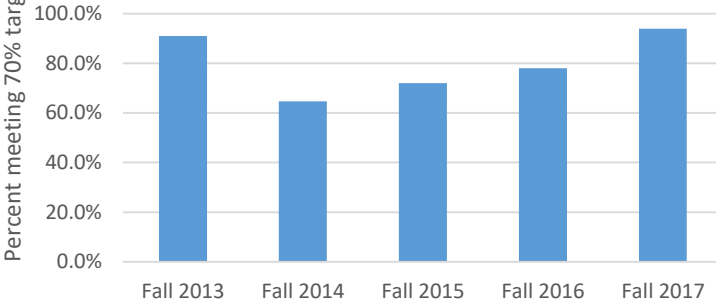
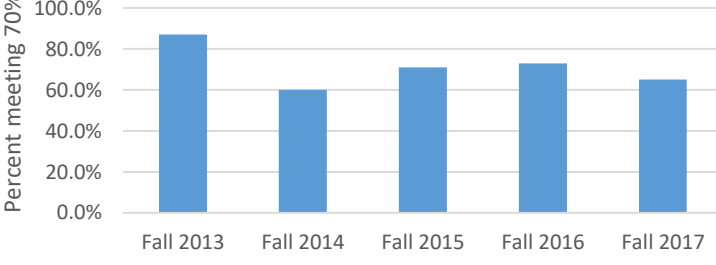
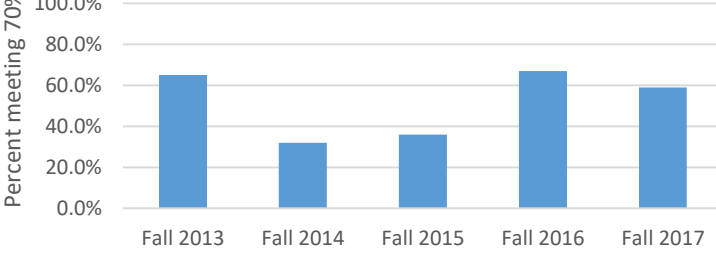
		Analysis of Results												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2									
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)									
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?										
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative													
Demonstration of awareness of globalization and diversity	Data: direct, formative, internal, comparative (temporal). Source: course embedded assessment.		Faculty observed that much of the data collected focuses on awareness of globalizations. Faculty discussed the fact that globalization and diversity are distinct and that means of exposing and assessing latter need to be established.	Devising better assessment for diversity fall 2018. Include more course materials that emphasize international activities and concepts.	Awareness of Globalization & Diversity  <table><caption>Awareness of Globalization & Diversity</caption><tr><th>Term</th><th>Percent meeting 70% target</th></tr><tr><td>Spring 2011</td><td>65.0%</td></tr><tr><td>Fall 2014</td><td>60.0%</td></tr><tr><td>Fall 2016</td><td>80.0%</td></tr></table>	Term	Percent meeting 70% target	Spring 2011	65.0%	Fall 2014	60.0%	Fall 2016	80.0%	Awareness of Globalization & Diversity
Term	Percent meeting 70% target													
Spring 2011	65.0%													
Fall 2014	60.0%													
Fall 2016	80.0%													
Demonstration of Professionalism	Data: direct, formative, internal, comparative (temporal). Source: course embedded assessment.			Assessment results generally good but observing declines. Full-time faculty member added to new section of course to lead redesign of course. New measures of professionalism to be identified. Also, additional courses to be included in assessment.	Professionalism  <table><caption>Professionalism</caption><tr><th>Term</th><th>Percent meeting 70% target</th></tr><tr><td>Fall 2014</td><td>90.0%</td></tr><tr><td>Fall 2016</td><td>80.0%</td></tr><tr><td>Fall 2017</td><td>100.0%</td></tr></table>	Term	Percent meeting 70% target	Fall 2014	90.0%	Fall 2016	80.0%	Fall 2017	100.0%	Professionalism
Term	Percent meeting 70% target													
Fall 2014	90.0%													
Fall 2016	80.0%													
Fall 2017	100.0%													
Demonstration of Ethical Behavior	Data: direct, formative, internal, comparative (temporal). Source: course embedded assessment.			Assessment results exceptional. Full-time faculty member added to new section of course to lead redesign of course. New measures of ethics to be identified. Also, additional courses to be included in assessment. Finally, triangulate data with employer data to validate.	Ethical Behavior  <table><caption>Ethical Behavior</caption><tr><th>Term</th><th>Percent meeting 70% target</th></tr><tr><td>Fall 2014</td><td>100.0%</td></tr><tr><td>Fall 2016</td><td>100.0%</td></tr><tr><td>Fall 2017</td><td>100.0%</td></tr></table>	Term	Percent meeting 70% target	Fall 2014	100.0%	Fall 2016	100.0%	Fall 2017	100.0%	Ethical Behavior
Term	Percent meeting 70% target													
Fall 2014	100.0%													
Fall 2016	100.0%													
Fall 2017	100.0%													

		Analysis of Results														
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2											
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Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?												
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative															
Demonstration of proficiency of business disciplines - Major Field Test	Data: direct, summative, external, comparative (temporal/BSU peer group). Source: Business Major Field Test (MFT)	A goal of 140 was set as a benchmark in 2012	MFT Score has declined slightly over past two assessment periods. Data is used more so for trends. Faculty observed declines overall as well as in most disciplines.	Next Intervention: In spring 2018, faculty in the capstone course made MFT a requirement. This significantly increased the number of students sitting the exam. In addition, the Bb prep course was updated and students were strongly encouraged to review prior to testing. The Bb course will be reviewed for alignment prior to fall 2018. Discipline specific data was shared with departments, faculty have identified where exam aligns	Major Field Test (MFT) <table><caption>Major Field Test (MFT) Data</caption><thead><tr><th>Time Point</th><th>Average % Correct</th></tr></thead><tbody><tr><td>Spring 2008</td><td>140</td></tr><tr><td>Spring 2011</td><td>145</td></tr><tr><td>Spring 2016</td><td>140</td></tr><tr><td>Spring 2018</td><td>135</td></tr></tbody></table>	Time Point	Average % Correct	Spring 2008	140	Spring 2011	145	Spring 2016	140	Spring 2018	135	MFT
Time Point	Average % Correct															
Spring 2008	140															
Spring 2011	145															
Spring 2016	140															
Spring 2018	135															
Demonstration of proficiency of business disciplines - Major Field Test - ACCOUNTING	Data: direct, summative, external, comparative (temporal/BSU peer group). Source: Business Major Field Test (MFT)	A goal of 50% (mean) correct was set as a benchmark in 2012	Average score 32, decline from 34	Next Intervention: In this report we discuss the results from the content area of Accounting (Assessment Indicator A1 – Accounting). In terms of content area, there are two (2) Accounting content areas that have been tested in this MFT Fall cohort: Financial and Managerial Accounting. In terms of sub-content area under Financial Accounting, the students were tested on financial statement preparation of the four basic financial statements: income	MFT - Accounting <table><caption>MFT - Accounting Data</caption><thead><tr><th>Time Point</th><th>Average % Correct</th></tr></thead><tbody><tr><td>Spring 2008</td><td>40</td></tr><tr><td>Spring 2011</td><td>38</td></tr><tr><td>Spring 2016</td><td>35</td></tr><tr><td>Spring 2018</td><td>32</td></tr></tbody></table>	Time Point	Average % Correct	Spring 2008	40	Spring 2011	38	Spring 2016	35	Spring 2018	32	MFT - ACCT
Time Point	Average % Correct															
Spring 2008	40															
Spring 2011	38															
Spring 2016	35															
Spring 2018	32															
Demonstration of proficiency of business disciplines - Major Field Test - ECONOMICS	Data: direct, summative, external, comparative (temporal/BSU peer group). Source: Business Major Field Test (MFT)	A goal of 50% (mean) correct was set as a benchmark in 2012	Average score 29, decline from 31	Next Intervention: There were four content areas in the Economics domain where the seniors were tested. These include Macroeconomics, Microeconomics, International Economics, and Basic Economics Concepts. Under the content area Macroeconomics, the students were tested on the following sub content areas a) Monetary & Fiscal Policy, b) Aggregate demand and supply, c) Measurement of Economic	MFT - Economics <table><caption>MFT - Economics Data</caption><thead><tr><th>Time Point</th><th>Average % Correct</th></tr></thead><tbody><tr><td>Spring 2008</td><td>40</td></tr><tr><td>Spring 2011</td><td>40</td></tr><tr><td>Spring 2016</td><td>30</td></tr><tr><td>Spring 2018</td><td>28</td></tr></tbody></table>	Time Point	Average % Correct	Spring 2008	40	Spring 2011	40	Spring 2016	30	Spring 2018	28	MFT - ECON
Time Point	Average % Correct															
Spring 2008	40															
Spring 2011	40															
Spring 2016	30															
Spring 2018	28															

		Analysis of Results				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2	
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Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative					
Demonstration of proficiency of business disciplines - Major Field Test - MANAGEMENT	Data: direct, summative, external, comparative (temporal/BSU peer group). Source: Business Major Field Test (MFT)	A goal of 50% (mean) correct was set as a benchmark in 2012	Average score 46, decline from 48	Next Intervention: Our students tested below the national average on the sub areas of Strategic analysis, where 67%our students scored correctly vs the national average of 83.4%. In the sub area of Policy determination, 67.2% of our students scored correctly compared to the national average of 75.8%. The students participate in a "simulation" as a capstone course on strategy and policy. This focuses on strategy and policy formulation	MFT - MANAGEMENT 	MFT - MGMT
Demonstration of proficiency of business disciplines - Major Field Test - QUANTITATIVE ANALYSIS	Data: direct, summative, external, comparative (temporal/BSU peer group). Source: Business Major Field Test (MFT)	A goal of 50% (mean) correct was set as a benchmark in 2012	Average score 28 remained unchanged	Next Intervention: There were two content areas in the Quantitative Business Analysis that were tested. These were Quantitative Operations and Management Techniques, and Probability and Statistics. Quantitative Operations and Management Techniques the following sub content areas a) Linear programming b) Statistical Process Control. 33.3% of BSU students answered this question correctly. The National average was	MFT - Analysis 	MFT - Analysis
Demonstration of proficiency of business disciplines - Major Field Test - FINANCE	Data: direct, summative, external, comparative. Source: Business Major Field Test (MFT)	A goal of 50% (mean) correct was set as a benchmark in 2012	Average score 38, increase from 34	Next intervention: In this report we are going to discuss the results from the content area of Finance (Assessment Indicator A5- Finance). In terms of content area, there are three finance content areas that have been tested in this MFT Fall cohort- Investments, Corporate finance and International Finance. In terms of sub content area, under Investments, the students are tested on a) financial markets and environment b) risk and return and	MFT - Finance 	MFT - Finance

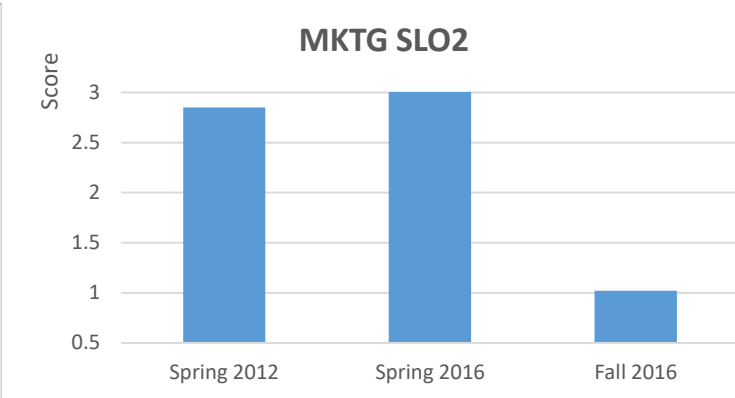
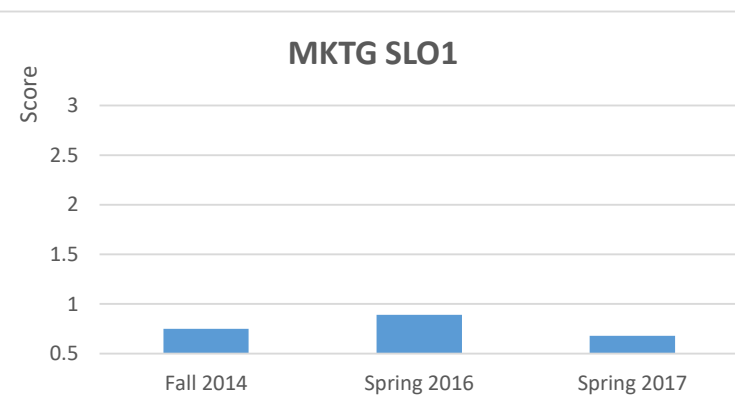
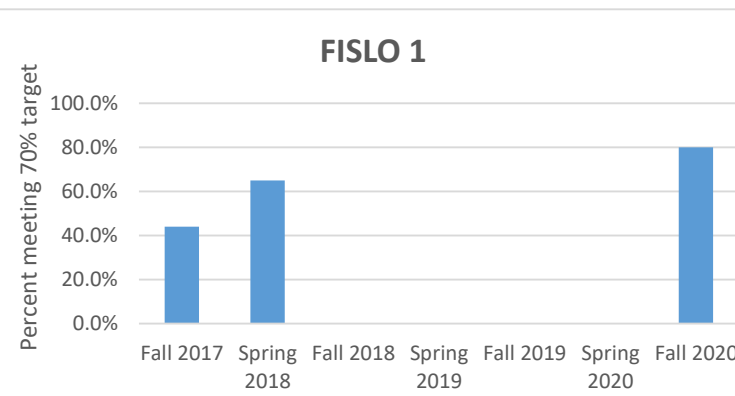
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2															
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Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																			
Demonstration of proficiency of business disciplines - Major Field Test - FINANCE	Data: direct, summative, external, comparative. Source: GloBus Strategic Simulation Game	A goal of 70th (percentile ranking vs. US) was set as a benchmark in 2014	78% of students met target, an increase from previous period	In spring 2015, implemented the following: Increase Bb assignments, Increase student collaborative work, and Increase faculty guidance with course materials. Also sharing data with discipline faculty to help align discipline course content with Capstone course.	GloBus - Finance <table><caption>GloBus - Finance Data</caption><thead><tr><th>Term</th><th>Average percentile meeting score of 70</th></tr></thead><tbody><tr><td>Spring 2015</td><td>15</td></tr><tr><td>Fall 2015</td><td>25</td></tr><tr><td>Fall 2016</td><td>5</td></tr><tr><td>Spring 2017</td><td>50</td></tr></tbody></table>	Term	Average percentile meeting score of 70	Spring 2015	15	Fall 2015	25	Fall 2016	5	Spring 2017	50	Globus - FIN				
Term	Average percentile meeting score of 70																			
Spring 2015	15																			
Fall 2015	25																			
Fall 2016	5																			
Spring 2017	50																			
Demonstration of proficiency of business disciplines - Major Field Test - MARKETING	Data: direct, summative, external, comparative. Source: Business Major Field Test (MFT)	A goal of 50% (mean) correct was set as a benchmark in 2012	MFT data is used more so for trends. Faculty observed declines overall as well as in most declines.	Next Intervention: Based on the data from the MFT report three content areas need to be addressed within the marketing concentration. They include identifying attractive markets, serving selected markets and international marketing. More specifically, in the sub-content areas of marketing research and information technology tools, consumers and organizational buyer behavior, strategic marketing planning and marketing services are	MFT - MARKETING <table><caption>MFT - MARKETING Data</caption><thead><tr><th>Term</th><th>Average % Correct</th></tr></thead><tbody><tr><td>Spring 2008</td><td>35</td></tr><tr><td>Spring 2011</td><td>45</td></tr><tr><td>Spring 2016</td><td>38</td></tr><tr><td>Spring 2018</td><td>38</td></tr></tbody></table>	Term	Average % Correct	Spring 2008	35	Spring 2011	45	Spring 2016	38	Spring 2018	38	MFT - MKTG				
Term	Average % Correct																			
Spring 2008	35																			
Spring 2011	45																			
Spring 2016	38																			
Spring 2018	38																			
Demonstration of proficiency of business disciplines - Major Field Test - MARKETING	Data: direct, summative, external, comparative. Source: GloBus Strategic Simulation Game	A goal of 70th (percentile ranking vs. US) was set as a benchmark in 2014	Observed decline and saw need to improve student performance.	In spring 2015, implemented the following: Increase Bb assignments, Increase student collaborative work, and Increase faculty guidance with course materials. Also sharing data with discipline faculty to help align discipline course content with Capstone course.	GloBus - MARKETING <table><caption>GloBus - MARKETING Data</caption><thead><tr><th>Term</th><th>Average percentile meeting score of 70</th></tr></thead><tbody><tr><td>Fall 2013</td><td>60</td></tr><tr><td>Fall 2014</td><td>68</td></tr><tr><td>Spring 2015</td><td>68</td></tr><tr><td>Fall 2015</td><td>65</td></tr><tr><td>Fall 2016</td><td>58</td></tr><tr><td>Spring 2017</td><td>60</td></tr></tbody></table>	Term	Average percentile meeting score of 70	Fall 2013	60	Fall 2014	68	Spring 2015	68	Fall 2015	65	Fall 2016	58	Spring 2017	60	GloBus - MKTG
Term	Average percentile meeting score of 70																			
Fall 2013	60																			
Fall 2014	68																			
Spring 2015	68																			
Fall 2015	65																			
Fall 2016	58																			
Spring 2017	60																			

		Analysis of Results														
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2											
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Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?												
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative															
Demonstration of proficiency of business disciplines - Major Field Test - LEGAL ENVIRONMENT	Data: direct, summative, external, comparative. Source: Business Major Field Test (MFT)			Next intervention: In spring 2018, faculty in the capstone course made MFT a requirement. This significantly increased the number of students sitting the exam. In addition, the Bb prep course was updated and students were strongly encouraged to review prior to testing. The Bb course will be reviewed for alignment prior to fall 2018. Discipline specific data will be shared with departments so that EPE alignment with disciplined	MFT - LEGAL <table><caption>MFT - LEGAL Data</caption><thead><tr><th>Time Point</th><th>Average % Correct</th></tr></thead><tbody><tr><td>Spring 2008</td><td>35</td></tr><tr><td>Spring 2011</td><td>48</td></tr><tr><td>Spring 2016</td><td>42</td></tr><tr><td>Spring 2018</td><td>38</td></tr></tbody></table>	Time Point	Average % Correct	Spring 2008	35	Spring 2011	48	Spring 2016	42	Spring 2018	38	MFT - Legal
Time Point	Average % Correct															
Spring 2008	35															
Spring 2011	48															
Spring 2016	42															
Spring 2018	38															
Demonstration of proficiency of business disciplines - Major Field Test - INFORMATION SYSTEMS	Data: direct, summative, external, comparative. Source: Business Major Field Test (MFT)			Next intervention: Given the small sample size for the information systems domain, it is difficult to draw any conclusions from the data. The performance on the 2018 MFT remains below department expectations. While improvement is evident, more is needed in all content areas: Business Information Systems (-35.4); Information Systems in Business and Society (-12.8); Systems Development (-3.9); and, Information Technology	MFT - INFO SYSTEMS <table><caption>MFT - INFO SYSTEMS Data</caption><thead><tr><th>Time Point</th><th>Average % Correct</th></tr></thead><tbody><tr><td>Spring 2008</td><td>48</td></tr><tr><td>Spring 2011</td><td>42</td></tr><tr><td>Spring 2016</td><td>52</td></tr><tr><td>Spring 2018</td><td>44</td></tr></tbody></table>	Time Point	Average % Correct	Spring 2008	48	Spring 2011	42	Spring 2016	52	Spring 2018	44	MFT-IS
Time Point	Average % Correct															
Spring 2008	48															
Spring 2011	42															
Spring 2016	52															
Spring 2018	44															
Demonstration of proficiency of business disciplines - Major Field Test - INTERNATIONAL ISSUES	Data: direct, summative, external, comparative. Source: Business Major Field Test (MFT)			Next intervention: In spring 2018, faculty in the capstone course made MFT a requirement. This significantly increased the number of students sitting the exam. In addition, the Bb prep course was updated and students were strongly encouraged to review prior to testing. The Bb course will be reviewed for alignment prior to fall 2018. Discipline specific data will be shared with departments so that EPE alignment with disciplined	MFT - INTNL ISSUES <table><caption>MFT - INTNL ISSUES Data</caption><thead><tr><th>Time Point</th><th>Average % Correct</th></tr></thead><tbody><tr><td>Spring 2008</td><td>40</td></tr><tr><td>Spring 2011</td><td>42</td></tr><tr><td>Spring 2016</td><td>30</td></tr><tr><td>Spring 2018</td><td>30</td></tr></tbody></table>	Time Point	Average % Correct	Spring 2008	40	Spring 2011	42	Spring 2016	30	Spring 2018	30	MFT - INTLN
Time Point	Average % Correct															
Spring 2008	40															
Spring 2011	42															
Spring 2016	30															
Spring 2018	30															
INDIRECT MEASURES																

		Analysis of Results				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2	
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative					
Course Evaluation, Knowledge in the discipline	Data: indirect, formative & Summative, internal, comparative (temporal). Source: COB core course evaluations. <i>Course information further developed my knowledge in the area</i>	A goal of 70% responding always or often on survey	Students are increasingly confident that course content and coverage is furthering their knowledge	No recommendations at this time. Continue to survey and follow trend.	Course Content Furthered My Knowledge 	Course Content Furthers My Knowledge
Course Evaluation, Writing	Data: indirect, formative & Summative, internal, comparative (temporal). Source: COB core course evaluations. <i>The writing assignments improved my writing skills</i>	A goal of 70% responding always or often on survey	Students are decreasingly confident that course content and coverage is furthering their writing skills	Faculty decided to give one low stakes writing assignment with extensive feedback then another writing assignment where students were expected to use the BSU Writing Center and/or Smart Thinking prior to submitting. Faculty have also collaborated with English Department faculty to share ideas on improvement strategies. Future improvement efforts will include use of EdReady English (Fall 2018). As part of program review, faculty will	Course Writing Assignments Improved My Skills 	Writing assignments improved my skills
Course Evaluation, Oral Communication	Data: indirect, formative & Summative, internal, comparative (temporal). Source: COB core course evaluations. <i>The oral assignments improved my presentation skills</i>	A goal of 70% responding always or often on survey	Results show decreasing then increasing confidence that course content and coverage is furthering their presentation skills.	Prior to fall 2016, increased the use of oral presentations in relevant courses to at least two with first providing extensive feedback. Allow students to provide peer feedback. Engage students to understand value in presentations.	Course Oral Assignments Improved My Presentation Skills 	Oral assignments improved my skills

		Analysis of Results										
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2							
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)							
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?								
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative											
Alumni Survey, Writing	Data: indirect, summative, internal, discrete. Source: COB Alumni Survey. <i>The written communication skills developed contributed to my career success</i>	A goal of 70% responding agree or strongly agree on survey	Faculty were pleased with student feedback but observed declines in other measures.	Coordinate with OPPAA to integrate COB questions into University administered Alumni Survey.	Writing Skills Contributed to My Success <table><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2010</td><td>0.8</td></tr><tr><td>Spring 2014</td><td>0.95</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2010	0.8	Spring 2014	0.95	Writing assignments improved my skills
Term	Percent meeting 70% target											
Fall 2010	0.8											
Spring 2014	0.95											
Alumni Survey, Oral Communication	Data: indirect, summative, internal, discrete. Source: COB Alumni Survey. <i>The oral communication skills developed contributed to my career success</i>	A goal of 70% responding agree or strongly agree on survey	Faculty were pleased with student feedback but observed declines in other measures.	Coordinate with OPPAA to integrate COB questions into University administered Alumni Survey.	Oral Communication Skills Contributed to My Success <table><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2010</td><td>0.75</td></tr><tr><td>Spring 2014</td><td>0.9</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2010	0.75	Spring 2014	0.9	Oral Communication
Term	Percent meeting 70% target											
Fall 2010	0.75											
Spring 2014	0.9											
Alumni Survey, Accounting	Data: indirect, summative, internal, discrete. Source: COB Alumni Survey. <i>The discipline has contributed to my career success</i>	A goal of 70% responding agree or strongly agree on survey	Faculty want to improve results and compare with other data.	Coordinate with OPPAA to integrate COB questions into University administered Alumni Survey.	Accounting Discipline Contributed to My Career Success <table><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2010</td><td>0.75</td></tr><tr><td>Spring 2014</td><td>0.9</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2010	0.75	Spring 2014	0.9	Accounting
Term	Percent meeting 70% target											
Fall 2010	0.75											
Spring 2014	0.9											

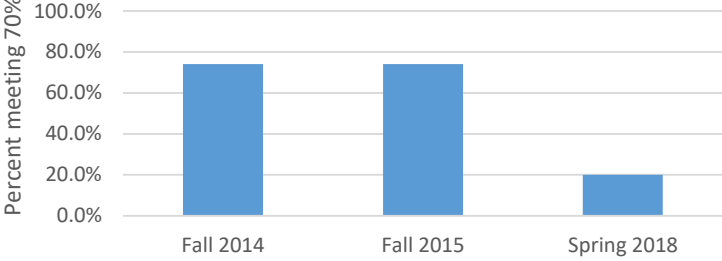
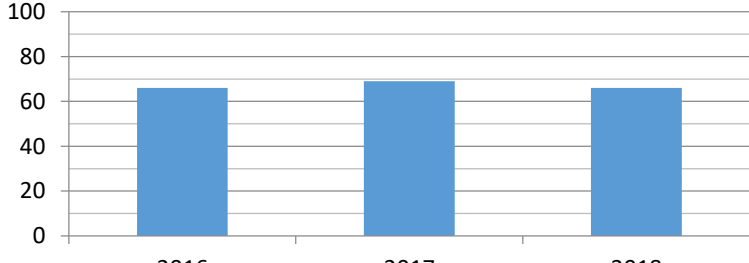
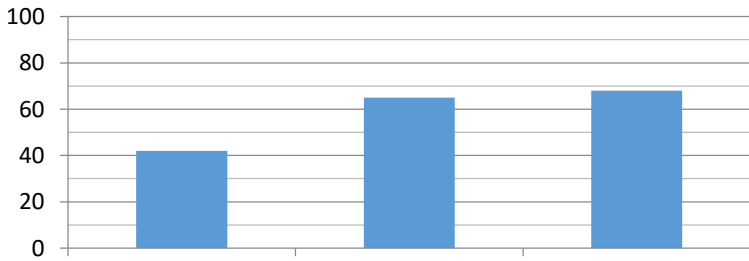
		Analysis of Results																
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2													
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)													
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?														
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																	
Alumni Survey, Economics	Data: indirect, summative, internal, discrete. Source: COB Alumni Survey. <i>The discipline has contributed to my career success</i>				Economics Discipline Contributed to My Career Success <table><caption>Economics Discipline Contributed to My Career Success</caption><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2010</td><td>0.58</td></tr><tr><td>Spring 2014</td><td>0.55</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2010	0.58	Spring 2014	0.55	Economics						
Term	Percent meeting 70% target																	
Fall 2010	0.58																	
Spring 2014	0.55																	
Alumni Survey, Finance	Data: indirect, summative, internal, discrete. Source: COB Alumni Survey. <i>The discipline has contributed to my career success</i>				Finance Discipline Contributed to My Career Success <table><caption>Finance Discipline Contributed to My Career Success</caption><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2010</td><td>0.65</td></tr><tr><td>Spring 2014</td><td>0.72</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2010	0.65	Spring 2014	0.72	Finance						
Term	Percent meeting 70% target																	
Fall 2010	0.65																	
Spring 2014	0.72																	
Course Embedded Assessment - Marketing MKTGSLO 3 Develop marketing strategies using the 4P's (product, price, price and promotion)	Data: formative. Source: Class assignment: Pre-test/Post-test score change				MKTG SLO3 <table><caption>MKTG SLO3</caption><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>Fall 2015</td><td>1.0</td></tr><tr><td>Spring 2016</td><td>0.68</td></tr><tr><td>Fall 2016</td><td>1.0</td></tr><tr><td>Spring 2017</td><td>0.72</td></tr><tr><td>Fall 2017</td><td>1.0</td></tr></tbody></table>	Term	Score	Fall 2015	1.0	Spring 2016	0.68	Fall 2016	1.0	Spring 2017	0.72	Fall 2017	1.0	MKTGSLO 3
Term	Score																	
Fall 2015	1.0																	
Spring 2016	0.68																	
Fall 2016	1.0																	
Spring 2017	0.72																	
Fall 2017	1.0																	

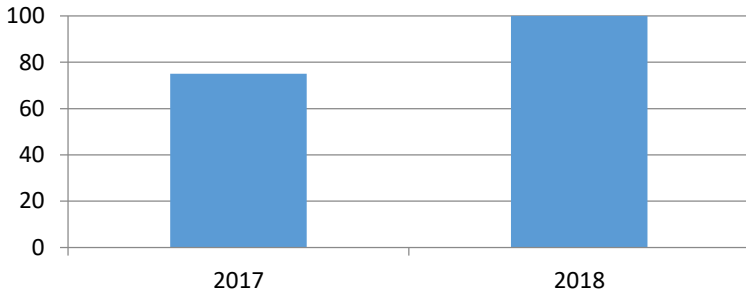
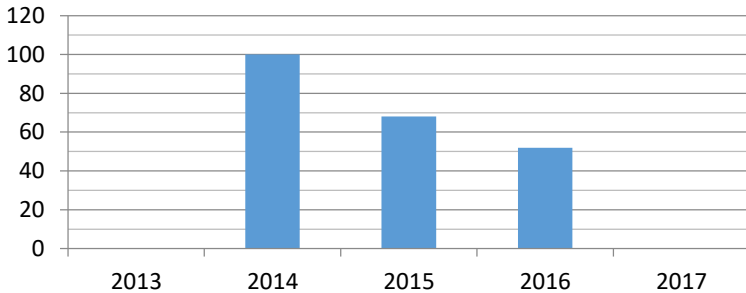
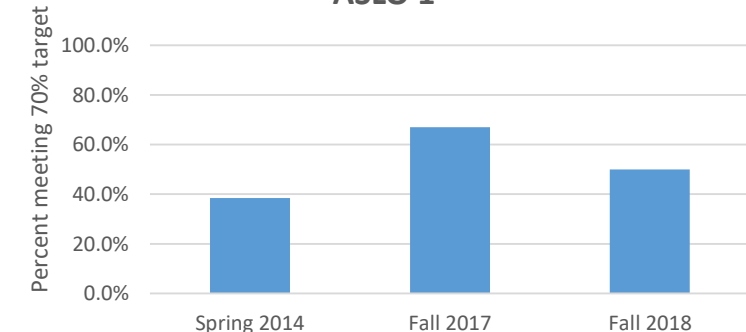
		Analysis of Results																				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2																	
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																					
Course Embedded Assessment - Marketing MKTG SLO 2 Develop a marketing portfolio	Data: formative. Source: Class assignment - Final Ad Scores				MKTG SLO2 <table><caption>MKTG SLO2</caption><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>Spring 2012</td><td>2.8</td></tr><tr><td>Spring 2016</td><td>3.0</td></tr><tr><td>Fall 2016</td><td>1.0</td></tr></tbody></table>	Term	Score	Spring 2012	2.8	Spring 2016	3.0	Fall 2016	1.0	MKTGSLO 2								
Term	Score																					
Spring 2012	2.8																					
Spring 2016	3.0																					
Fall 2016	1.0																					
Course Embedded Assessment - Marketing MKTGSLO 1 Apply various marketing research techniques to identify and solve complex marketing problems	Data: formative. Source: Class assignment - Complex Marketing Problems				MKTG SLO1 <table><caption>MKTG SLO1</caption><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>Fall 2014</td><td>0.7</td></tr><tr><td>Spring 2016</td><td>0.9</td></tr><tr><td>Spring 2017</td><td>0.6</td></tr></tbody></table>	Term	Score	Fall 2014	0.7	Spring 2016	0.9	Spring 2017	0.6	MKTGSLO 1								
Term	Score																					
Fall 2014	0.7																					
Spring 2016	0.9																					
Spring 2017	0.6																					
Course Embedded Assessment - Finance FSLO1 Students will determine the value of an asset and identify the relationship between risk and return through financial analysis of a company	Data: formative. Source: Class assignment				FISLO 1 <table><caption>FISLO 1</caption><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2017</td><td>45%</td></tr><tr><td>Spring 2018</td><td>65%</td></tr><tr><td>Fall 2018</td><td>0%</td></tr><tr><td>Spring 2019</td><td>0%</td></tr><tr><td>Fall 2019</td><td>0%</td></tr><tr><td>Spring 2020</td><td>0%</td></tr><tr><td>Fall 2020</td><td>80%</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2017	45%	Spring 2018	65%	Fall 2018	0%	Spring 2019	0%	Fall 2019	0%	Spring 2020	0%	Fall 2020	80%	FISLO1
Term	Percent meeting 70% target																					
Fall 2017	45%																					
Spring 2018	65%																					
Fall 2018	0%																					
Spring 2019	0%																					
Fall 2019	0%																					
Spring 2020	0%																					
Fall 2020	80%																					

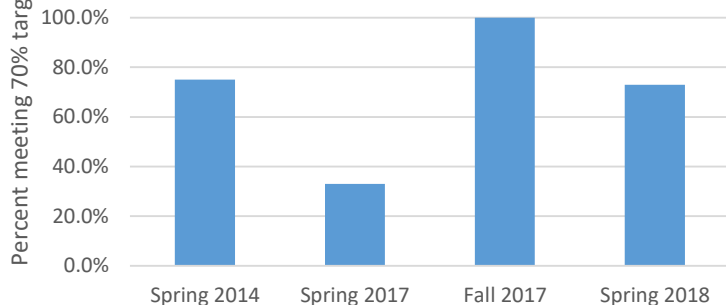
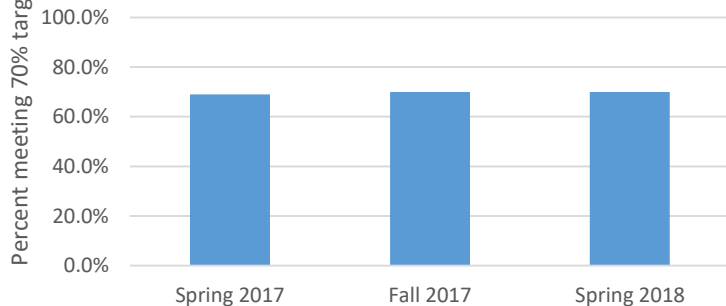
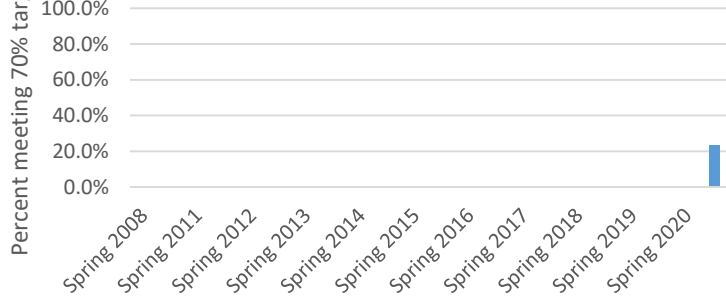
		Analysis of Results														
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2											
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)											
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?												
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative															
Course Embedded Assessment - Finance FSLO2 Students will apply the bank chartering process and explain the current debate on financial market regulation	Data: formative. Source: Class assignment	70% of students met benchmark of 70	33% of students met target, a significant decline from previous period.	Number of students completing assignment may have had impact on results. Faculty met and decided to focus more assignments on chartering process. Will also give students more hand on opportunities in class prior to final assessment.	FISLO 2 <table><caption>FISLO 2 Data</caption><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Spring 2017</td><td>75.0%</td></tr><tr><td>Fall 2017</td><td>33.0%</td></tr></tbody></table>	Term	Percent meeting 70% target	Spring 2017	75.0%	Fall 2017	33.0%	FISLO2				
Term	Percent meeting 70% target															
Spring 2017	75.0%															
Fall 2017	33.0%															
Course Embedded Assessment - Finance FSLO3 Students will apply the different strategies related to trading stocks and bonds to construct a well-diversified portfolio	Data: formative. Source: Class assignment	70% of students met benchmark of 70	88% of students met target, an increase from the previous period.	Weaknesses of performance were finding enough data points and students relying too much on qualitative analysis. Require use of event-study methods etc. to quantify the effects.	FISLO 3 <table><caption>FISLO 3 Data</caption><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Spring 2015</td><td>65.0%</td></tr><tr><td>Spring 2018</td><td>88.0%</td></tr></tbody></table>	Term	Percent meeting 70% target	Spring 2015	65.0%	Spring 2018	88.0%	FISLO3				
Term	Percent meeting 70% target															
Spring 2015	65.0%															
Spring 2018	88.0%															
Course Embedded Assessment - Economics ESLO1 To critically apply economic analysis and reasoning to evaluate and make inferences on policy issues	Data: formative. Source: Class assignment	70% of students met benchmark of 70	72% of students met target which is below previous period.	The strategy post 2014 was to address this Learning Outcome we utilized the College Business' critical thinking rubric before and after a large classroom debate assignment to see whether students improved in their critical thinking skills. The large critical thinking assignment implemented for both the Pilot courses in Principles of Microenomics and Principles of Macroeconoimis were classroom debates on current event topics.	ECOSLO 1 <table><caption>ECOSLO 1 Data</caption><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2014</td><td>68.0%</td></tr><tr><td>Spring 2016</td><td>75.0%</td></tr><tr><td>Fall 2017</td><td>88.0%</td></tr><tr><td>Spring 2018</td><td>72.0%</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2014	68.0%	Spring 2016	75.0%	Fall 2017	88.0%	Spring 2018	72.0%	ECOSLO 1
Term	Percent meeting 70% target															
Fall 2014	68.0%															
Spring 2016	75.0%															
Fall 2017	88.0%															
Spring 2018	72.0%															

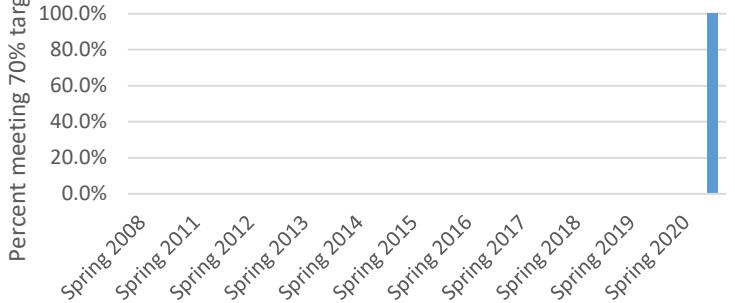
		Analysis of Results				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2	
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative					
Course Embedded Assessment - Economics ESLO2 To demonstrate awareness of current global economic issues	Data: formative. Source: Class assignment	68% of students met benchmark of 70	32% of students did not attempt the application of Evidence and 42% of the students scored marginally	There is need for students to present and analyse exchange rate data during the application of chapter 8. We will develop a new DSA project where students must gather international data and apply the concept of the foreign exchange markets to their data analysis project	ECOSLO 2	ECOSLO 2
Course Embedded Assessment - Economics ECSLO 3To utilize quantitative and economic analysis in business decision-making	Data: formative. Source: Class assignment (Pre/Post with intervention)	60.5% of students met benchmark of 70	Student do not take advantage of additional resources available to them	Hands-on application and data processing sessions should be encouraged and students should seek more help from faculty during office hours.	ECOSLO 3	ECOSLO 3
Course Embedded Assessment - Economics ECSLO 3To utilize quantitative and economic analysis in business decision-making	Data: formative. Source: Class assignment (Pre/Post with intervention)	81% of students met benchmark of 70	81% of students met benchmark of 70	Try to expose students to more in-class problem-solving and other activities; introduce lab work; introduce math refresher section and induce students to tutorial services	ECOSLO 3	ECOSLO 3

		Analysis of Results																						
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2																			
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																			
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																				
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																							
Course Embedded Assessment - Economics ECSLO 4To utilize mathematics to define and explain demand, supply, and market equilibrium	Data: formative. Source: Class assignment (Pre/Post with intervention)	78.26% of students met benchmark of 70	Some students have perfect scores in various connect assignments and yet do not seem to grasp similar problems under testing condition	More hands-on practice problems individually and in groups; more role play assignments; discussion on concepts and their application	ECOSLO 4 <table><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Spring 2016</td><td>78.26%</td></tr><tr><td>Spring 2017</td><td>100%</td></tr><tr><td>Spring 2018</td><td>66.67%</td></tr><tr><td>Fall 2018</td><td>0%</td></tr><tr><td>Spring 2019</td><td>0%</td></tr><tr><td>Fall 2019</td><td>0%</td></tr><tr><td>Spring 2020</td><td>0%</td></tr><tr><td>Fall 2020</td><td>78.26%</td></tr></tbody></table>	Term	Percent meeting 70% target	Spring 2016	78.26%	Spring 2017	100%	Spring 2018	66.67%	Fall 2018	0%	Spring 2019	0%	Fall 2019	0%	Spring 2020	0%	Fall 2020	78.26%	ECOSLO 4
					Term	Percent meeting 70% target																		
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Fall 2020	78.26%																							
Course Embedded Assessment - Management MgSLO1 Explain management functions and the role of structures, strategies, teams, efficiency and motivation in organizational growth and development	Data: formative. Source: Class assignment	70% of students met benchmark of 70	70% of students met target.	70% of students met target, an increase from 49% previous assessment.	MGTSLO 1 <table><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2014</td><td>49%</td></tr><tr><td>Spring 2017</td><td>70%</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2014	49%	Spring 2017	70%	MGTSLO2												
					Term	Percent meeting 70% target																		
Fall 2014	49%																							
Spring 2017	70%																							
Course Embedded Assessment - Management MgSLO2 Explain management functions and the role of structures, strategies, teams, efficiency and motivation in organizational growth and development	Data: formative. Source: Class assignment	70% of students met benchmark of 70	70% of students met target.	70% of students met target, an increase from 49% previous assessment.	MGTSLO 2 <table><thead><tr><th>Term</th><th>Percent meeting 70% target</th></tr></thead><tbody><tr><td>Fall 2014</td><td>49%</td></tr><tr><td>Spring 2017</td><td>70%</td></tr></tbody></table>	Term	Percent meeting 70% target	Fall 2014	49%	Spring 2017	70%	MGTSLO2												
					Term	Percent meeting 70% target																		
Fall 2014	49%																							
Spring 2017	70%																							

		Analysis of Results				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2	
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative					
Course Embedded Assessment - Management Maslow 3 Identify, describe and synthesize the key internal and external issues facing the organization	Data: formative. Source: Class assignment	70% of students met benchmark of 70	20% of students met target.	Data is outlier relative to other data points. Faculty found that students were not participating in low stakes quizzes yet quizzes that are important to validating understanding of preliminary/building block concepts. Faculty will increase stakes of quizzes.	MGTSLO 3 	MGTSLO2
ISSLO3 Demonstrate ability to use effectively business information systems to solve business problems using critical thinking skills. Goal: 70% of students are expected to score Average or Higher on assessment rubric	Direct: "Security and Ethical Challenges," Real World Case 1 on page 620. "Texas Health Resources and Intel: Ethics, IT and Compliance."	In Fall 2018, 29 (In-Person) and 32 (online) students were assessed; 66 % and 69% respectively met the target. All sections were taught by adjunct faculty so no comparison to fulltime is possible this term.	In Spring 2012, the Cob changed business core requirements to include BUIS 360. Further analysis revealed that there is a significant shortage of instructors; therefore, the department heavily relies upon adjuncts to teach many sections of this courses.	Faculty observed that the goal is not being met and decided Critical thinking mini-cases would be embedded in class to encourage student to analyze and revise their thought processes. The department is waiting for one more assessment cycle (Spring 2019) to gather relevant data to determine the next steps in improving critical thinking performance	ISPLO 3 	BUISG 1
ISSLO2 Apply the software development life cycle (SDLC) using case analysis. Goal: 70% of students are expected to score Average or Higher on assessment rubric	Direct: Case Studies - Fall 2016, The Town of Eden Bay, Fall 2017 and Spring 2018, Personal Trainer, Fall 2018, General Store products is used to assess students critical thinking skills.	In Fall 2016, only 47% of the students met or exceeded the benchmark. This score is well below the department expectations of a minimum score of 70%.	Students struggled with understanding the assigned case study; especially the investigation state of the SDLC. Overall, the quality of student work varied fairly significantly.	Various iterations of improvements to the SLO statement have been applied to clarify expectations for students. More importantly, the department recently hired two new faculty and one has been assigned as lead instructor to develop a common syllabus and to work with faculty to ensure that instructional activities continue to focus on critical thinking skills.	ISSLO 2 	ISSLO 1

		Analysis of Results				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2	
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative					
ISSLOSLO3 Design and formulate solutions for a management problem using Decision Support Systems tools. Goal: More than 70% of students will achieve proficiency or higher on a three-level rubric in all four criteria	Direct: Term Project. Students enrolled will use the IBM Watson Analytics tool to examine temporal and spatial patterns of tweets. The benchmark is a score 70% or better on the Grading Rubric for Business Analytics for Decision Making.	In Spring 2017 and Spring 2018, 12 and 17 students were assessed. 75% and 100% respectively met or exceeded the target of 70% or higher on a three level rubric.	Faculty observed that data from our last two reporting cycles shows satisfactory results; however, more work is needed in the model selection process. Faculty plans to add more projects to reinforce the curriculum	For the next assessment cycle (Spring 2019), GAs will be used to help students with model selection. Faculty plans to continue with self-learning Big Data foundation exercises, in addition, students will be encouraged to take more advanced cognitive classes from big data university.	ISSLO 3 	ISSLO 3
SLO1 Identify and describe opportunities and challenges facing e-Business in Today's Global Business Environment. Goal: 70% of students will achieve a score of 70% or better using the standardized assessment rubric.	Direct: <i>Option 1</i> - Evaluate ecommerce tools used in hosting Web services. <i>Option 2</i> - Evaluate an e-commerce company's Internet business model. Assessment is a research paper where the score is determined by a writing rubric that includes sources and citations	In Fall 2014, 100% of students exceeded the goal of 70% or higher. But the scores declined in Fall 2015 and 2016 to 68% and 52% respectively. which fell short of our goal.	More work is needed in understanding research techniques and more emphasis on all aspects of reference citations including technical and government reports. MIS faculty will increase awareness of the Thurgood marshal Library by posting information on Bb about the services offered.	In Spring 2017, results were presented at various meetings including the department. For Spring 2019, the next assessment cycle, focus is shifted to include a group website research project that markets an e-commerce online presence using a leading web-building ecommerce platform	ISSLO 1 	ISSLO 1
Course Embedded Assessment - Accounting ASLO1 - Prepare and evaluate financial statements according to generally accepted accounting principles and identify, research and propose solutions to accounting and financial reporting concerns	Data: formative. Source: Class assignment	50% of students met benchmark of 70	Excessive absenteeism and poor completion rates for assigned homework activities that usually help students to perform better.	Accounting 211 received a USM grant for a curriculum redesign.	ASLO 1 	ASLO1

		Analysis of Results				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2	
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative					
Course Embedded Assessment - Accounting ASLO2 - Analyze and communicate the effect of basic tax rules on individuals, partnerships and corporations, and prepare basic tax returns	Data: formative. Source: Class assignment	73% of students met benchmark of 70	Students' deficiencies revealed by the assessment was the inability to solve complex partnership tax issues. Although 73% of students, overall, met and/or exceeded expectations, specific weakness was observed in the students' abilities to apply the tax code for partnership accounting to determine the key	Intervention employed that focused on technical tax research to help students developed the necessary technical and analytical skills needed to prepare a complex income tax return. I plan to prepare (or acquire) a video to provide additional exposure and increased knowledge on complex tax issues for partnerships.	ASLO 2 	ASLO2
Course Embedded Assessment - Accounting ASLO3 - Analyze and evaluate costing systems, and prepare appropriate reports for managerial decision support	Data: formative. Source: Class assignment	70% of students met benchmark of 70	Benchmark being met.	Raise benchmark.	ASLO 3 	ASLO3
Course Embedded Assessment - Accounting ASLO4 - Prepare statement of cashflow using the direct and indirect method	Data: formative. Source: Exam Question	22.97% of students met benchmark of 70	The result shows that most students do not understand the key concept	Faculty should spend time on cashflow preparation and stress the importance of students understanding cash flow statement.	ASLO 4 	ASLO4

		Analysis of Results				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2	
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative					
Course Embedded Assessment - Accounting ASLO2 - Identify various cost classification and explain why costs are classified differently for different purposes	Data: formative. Source: Class assignment	100% of students met benchmark of 70	All the students demonstrated the ability to apply key concepts of the course to a theoretical company in the furniture manufacturing industry. In addition, students demonstrated an understanding of classifying non-manufacturing costs for financial reporting purposes.	No strategy to employ given that we obtained 100% success.	ASLO 2 	ASLO2
Course Embedded Assessment - MIS SLO1 - Describe the role of computer-based information systems in the successful management of organizations and how these systems achieve competitive advantage for an organization.	Data: formative. Source: Class assignment	80% of students met benchmark of 70	More students did well due to their indepth understanding of the concepts	Direct students to the Writing Center, engage students with more hands-on assignments to reinforce concepts.	MISSLO 1 	MISSLO1