

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

Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results		Identified in Criterion 4.4		Identified in Criterion 4.2																							
Measurable goal	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																									
Internal Direct: Direct Demonstration of effective written 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 cored at 69% which is better than previous 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 improvement efforts will include use of EdReady English (Fall 2018). EdReady was employed for a treatment group of students in fall 2018. Papers are being evaluated by faculty and results will be shared at the end of the Spring 2019 term.		<table border="1"> <caption>Written Communication</caption> <thead> <tr> <th>Term</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>80.00%</td> </tr> <tr> <td>Spring 2012</td> <td>70.00%</td> </tr> <tr> <td>Fall 2014</td> <td>45.00%</td> </tr> <tr> <td>Spring 2017</td> <td>65.00%</td> </tr> </tbody> </table>				Term	Percent meeting 70% target	Fall 2010	80.00%	Spring 2012	70.00%	Fall 2014	45.00%	Spring 2017	65.00%												
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Demonstration of effective written communication	Data: direct, formative/summative, internal, comparative (temporal). Source: BSU English Proficiency Examination (EPE)	Goal: 70% of students will pass the Pass/Fail English Proficiency Exam	An early review of assessment data uncovered that results seemed better than anecdotal evidence of students writing deficiencies.	In addition to strategies indicated above, students are strongly encourages to take advantage of preparatory workshops offered by the University Writing Center prior to testing.		<table border="1"> <caption>EPE - Written Communication</caption> <thead> <tr> <th>Term</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>70.00%</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>65.00%</td> </tr> <tr> <td>Spring 2014</td> <td>60.00%</td> </tr> <tr> <td>Fall 2014</td> <td>55.00%</td> </tr> <tr> <td>Spring 2015</td> <td>55.00%</td> </tr> <tr> <td>Fall 2015</td> <td>55.00%</td> </tr> <tr> <td>Spring 2016</td> <td>55.00%</td> </tr> </tbody> </table>				Term	Percent meeting 70% target	Fall 2011	75.00%	Spring 2012	70.00%	Fall 2012	75.00%	Spring 2013	70.00%	Fall 2013	65.00%	Spring 2014	60.00%	Fall 2014	55.00%	Spring 2015	55.00%	Fall 2015	55.00%	Spring 2016	55.00%
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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 that 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 presentations.		<table border="1"> <caption>Oral Communication</caption> <thead> <tr> <th>Term</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>65.00%</td> </tr> <tr> <td>Spring 2013</td> <td>85.00%</td> </tr> <tr> <td>Fall 2014</td> <td>55.00%</td> </tr> <tr> <td>Spring 2016</td> <td>85.00%</td> </tr> <tr> <td>Spring 2018</td> <td>85.00%</td> </tr> </tbody> </table>				Term	Percent meeting 70% target	Spring 2012	65.00%	Spring 2013	85.00%	Fall 2014	55.00%	Spring 2016	85.00%	Spring 2018	85.00%										
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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.		<table border="1"> <caption>Critical Thinking</caption> <thead> <tr> <th>Term</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>65.00%</td> </tr> <tr> <td>Spring 2012</td> <td>85.00%</td> </tr> <tr> <td>Fall 2014</td> <td>60.00%</td> </tr> <tr> <td>Spring 2018</td> <td>75.00%</td> </tr> </tbody> </table>				Term	Percent meeting 70% target	Spring 2011	65.00%	Spring 2012	85.00%	Fall 2014	60.00%	Spring 2018	75.00%												
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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.		<table border="1"> <caption>GloBus - Critical (Strategic) Thinking</caption> <thead> <tr> <th>Term</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>55</td> </tr> <tr> <td>Spring 2014</td> <td>60</td> </tr> <tr> <td>Fall 2014</td> <td>70</td> </tr> <tr> <td>Spring 2015</td> <td>65</td> </tr> <tr> <td>Fall 2015</td> <td>75</td> </tr> <tr> <td>Spring 2016</td> <td>60</td> </tr> <tr> <td>Fall 2016</td> <td>20</td> </tr> <tr> <td>Spring 2018</td> <td>20</td> </tr> </tbody> </table>				Term	Average percentile meeting score of 70	Spring 2013	50	Fall 2013	55	Spring 2014	60	Fall 2014	70	Spring 2015	65	Fall 2015	75	Spring 2016	60	Fall 2016	20	Spring 2018	20		
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Writing

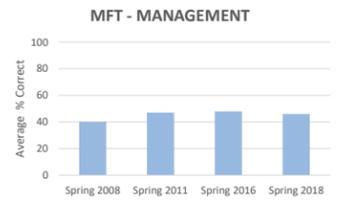
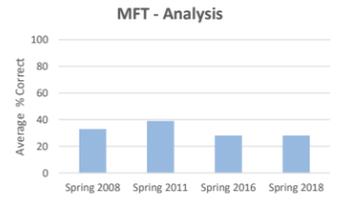
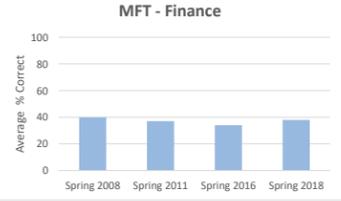
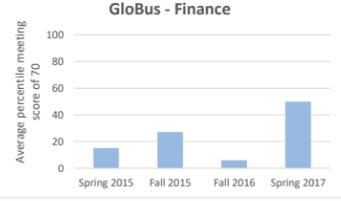
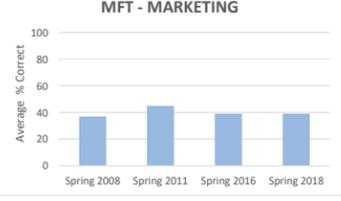
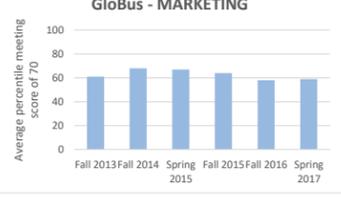
Writing

Oral Communication

Critical Thinking

GloBus-Critical Thinking

Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results		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.	Goal: 70% of students will reach of target of 70% proficiency; 2012 target	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.	<table border="1"> <caption>Awareness of Globalization & Diversity</caption> <thead> <tr> <th>Assessment Period</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>~65%</td> </tr> <tr> <td>Fall 2014</td> <td>~60%</td> </tr> <tr> <td>Fall 2016</td> <td>~80%</td> </tr> </tbody> </table>		Assessment Period	Percent meeting 70% target	Spring 2011	~65%	Fall 2014	~60%	Fall 2016	~80%	Awareness of Globalization & Diversity		
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Demonstration of Professionalism	Data: direct, formative, internal, comparative (temporal). Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency; 2014 target	Target met 100%, an improvement from last 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.	<table border="1"> <caption>Professionalism</caption> <thead> <tr> <th>Assessment Period</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>~90%</td> </tr> <tr> <td>Fall 2016</td> <td>~80%</td> </tr> <tr> <td>Fall 2017</td> <td>~100%</td> </tr> </tbody> </table>		Assessment Period	Percent meeting 70% target	Fall 2014	~90%	Fall 2016	~80%	Fall 2017	~100%	Professionalism		
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Demonstration of Ethical Behavior	Data: direct, formative, internal, comparative (temporal). Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency; 2014 target	Target met 100%, an improvement from last 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.	<table border="1"> <caption>Ethical Behavior</caption> <thead> <tr> <th>Assessment Period</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>100%</td> </tr> <tr> <td>Fall 2016</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> </tbody> </table>		Assessment Period	Percent meeting 70% target	Fall 2014	100%	Fall 2016	100%	Fall 2017	100%	Ethical Behavior		
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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 with curriculum and strategies have been developed to improve student performance.	<table border="1"> <caption>Major Field Test (MFT)</caption> <thead> <tr> <th>Assessment Period</th> <th>Average % Correct</th> </tr> </thead> <tbody> <tr> <td>Spring 2008</td> <td>~135</td> </tr> <tr> <td>Spring 2011</td> <td>~140</td> </tr> <tr> <td>Spring 2016</td> <td>~130</td> </tr> <tr> <td>Spring 2018</td> <td>~130</td> </tr> </tbody> </table>		Assessment Period	Average % Correct	Spring 2008	~135	Spring 2011	~140	Spring 2016	~130	Spring 2018	~130	MFT
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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 statement, statement of owner's equity, balance sheet, and statement of cash flows. In terms of sub-content area under Managerial Accounting, the students were tested on subject material to management decision-making, such as (a) using cost concepts in a manufacturing environment, (b) preparation of budgets, and (c) classifying and measuring cost in the production process. The Financial Accounting content in which students were tested cover seventeen (17) chapters of material covered in Principles of Accounting I and II. The Managerial Accounting content is covered in two (2)	<table border="1"> <caption>MFT - Accounting</caption> <thead> <tr> <th>Assessment Period</th> <th>Average % Correct</th> </tr> </thead> <tbody> <tr> <td>Spring 2008</td> <td>~40</td> </tr> <tr> <td>Spring 2011</td> <td>~35</td> </tr> <tr> <td>Spring 2016</td> <td>~30</td> </tr> <tr> <td>Spring 2018</td> <td>~30</td> </tr> </tbody> </table>		Assessment Period	Average % Correct	Spring 2008	~40	Spring 2011	~35	Spring 2016	~30	Spring 2018	~30	MFT - ACCT
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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 Performance, d) Money and Banking. Under Microeconomics, the students were tested on a) Market failure, b) Product Market Structures, c) Production and Costs, d) Models of Consumer Choice, e) Resource Market, f) Supply and Demand. Under International Economics, the seniors were tested on a) Balance of Payments, b) International Trade & Policy. Finally, under Basic Economics Concepts, the students were tested on a) Production Possibilities Frontier, b) Economic Systems, c) Scarcity and Opportunity Cost. One question each was asked under each of the sub content areas in Macroeconomics. 13.1 %	<table border="1"> <caption>MFT - Economics</caption> <thead> <tr> <th>Assessment Period</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>~30</td> </tr> </tbody> </table>		Assessment Period	Average % Correct	Spring 2008	~40	Spring 2011	~40	Spring 2016	~30	Spring 2018	~30	MFT - ECON
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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?	
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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 as well as the implications of such decisions. We get the update on their performance through on the game. As a way forward, we propose to focus more on these sub area during class discussion and support with more reference materials during class discussion.		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 59.1% which far exceeds the BSU average. As interventions to improve performance, faculty have adopted the Business Statistics redesign which offers a novel approach to teaching Statistics which is the foundation of the topics that are covered in Quantitative Business Analysis. Also, students should be given more hands-on practice exercises to complete at home and in class. Faculty also need to engage students more during class activities. 26.2 % of BSU seniors were also to correctly answer the question on linear programming compared to 36.9% for the National average. Faculty can improve		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 c) valuation of securities. Under Corporate Finance, they are tested on a) cost of capital b) working capital management c) capital structure d) capital budgeting e) financial statement analysis and f) time value of money. Under financial markets and environment, there were 2 questions and 42.6% of BSU students scored correct vs the national average of 45% and in the second question 49.2% scored correctly vs 68% national average. Financial markets and environment is a topic that we cover as a chapter in the Investments course. The results indicate that our students are scor this sub content area by		MFT - Finance			
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 - FIN			
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 the areas where improvement is most needed. To address these deficiencies, additional time will be allocated for these topics (marketing services, consumer and organizational buying, and strategic planning in the introductory Principles of Marketing course) and videos will be added to class discussions. For the upper-level courses (Marketing Research and Marketing Strategic Planning), additional time will be spent on marketing research tools and strategic planning. The final project will be revised to include a global component. Videos and additional case discussions will be also a		MFT - MKTG			
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 - MKTG			

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What is your goal?		(Indicate type of instrument) direct, formative, internal, comparative		What are your current results?		What did you learn from the results?		What did you improve or what is your next step?	
Demonstration of proficiency of business disciplines - Major Field Test - LEGAL ENVIRONMENT	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: 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 SLOs can be discussed.	MFT - LEGAL Average % Correct Spring 2008: 35% Spring 2011: 50% Spring 2016: 45% Spring 2018: 40%	MFT - Legal			
Demonstration of proficiency of business disciplines - Major Field Test - INFORMATION SYSTEMS	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: 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 Concepts (-98.1), the highest gap score. Further analysis around the Network and Internet Technology sub content area within the Information Technology Concepts shows a gap score of -57.1 compared to other students nationally. The department met with faculty who teach Information Systems for Management to ensure adequate coverage of all domains; especially network and internet technology. To encourage students to take the MFT seriously, the department is considering a random drawing and awarding a gift card to information systems students who scored 80% or higher.	MFT - INFO SYSTEMS Average % Correct Spring 2008: 45% Spring 2011: 40% Spring 2016: 50% Spring 2018: 45%	MFT-IS			
Demonstration of proficiency of business disciplines - Major Field Test - INTERNATIONAL ISSUES	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: 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 SLOs can be discussed.	MFT - INTNL ISSUES Average % Correct Spring 2008: 40% Spring 2011: 45% Spring 2016: 30% Spring 2018: 30%	MFT-INTLN			
INDIRECT MEASURES									
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 Percent meeting 70% target Fall 2013: 90% Fall 2014: 65% Fall 2015: 75% Fall 2016: 80% Fall 2017: 95%	Course Content Furthered 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 discuss intentionally structuring writing across the curriculum.	Course Writing Assignments Improved My Skills Percent meeting 70% target Fall 2013: 90% Fall 2014: 60% Fall 2015: 70% Fall 2016: 75% Fall 2017: 65%	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 Percent meeting 70% target Fall 2013: 65% Fall 2014: 30% Fall 2015: 35% Fall 2016: 70% Fall 2017: 60%	Oral assignments improved my skills			

Identified in Criterion 4.2	Identified in Criterion 4.1	Analysis of Results		Identified in Criterion 4.4	Identified in Criterion 4.2													
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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.	<table border="1"> <caption>Writing Skills Contributed to My Success</caption> <thead> <tr> <th>Term</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>0.7</td> </tr> <tr> <td>Spring 2014</td> <td>0.9</td> </tr> </tbody> </table>	Term	Percent meeting 70% target	Fall 2010	0.7	Spring 2014	0.9	Writing assignments improved my skills						
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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.	<table border="1"> <caption>Oral Communication Skills Contributed to My Success</caption> <thead> <tr> <th>Term</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>0.7</td> </tr> <tr> <td>Spring 2014</td> <td>0.9</td> </tr> </tbody> </table>	Term	Percent meeting 70% target	Fall 2010	0.7	Spring 2014	0.9	Oral Communication						
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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.	<table border="1"> <caption>Accounting 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>0.7</td> </tr> <tr> <td>Spring 2014</td> <td>0.9</td> </tr> </tbody> </table>	Term	Percent meeting 70% target	Fall 2010	0.7	Spring 2014	0.9	Accounting						
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Alumni Survey, Economics	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.	<table border="1"> <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>0.5</td> </tr> <tr> <td>Spring 2014</td> <td>0.5</td> </tr> </tbody> </table>	Term	Percent meeting 70% target	Fall 2010	0.5	Spring 2014	0.5	Economics						
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Spring 2014	0.5																	
Alumni Survey, Finance	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.	<table border="1"> <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>0.6</td> </tr> <tr> <td>Spring 2014</td> <td>0.7</td> </tr> </tbody> </table>	Term	Percent meeting 70% target	Fall 2010	0.6	Spring 2014	0.7	Finance						
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Course Embedded Assessment - Marketing MKTG SLO 3 Develop marketing strategies using the 4P's (product, price, place and promotion)	Data: formative. Source: Class assignment: Pre-test/Post-test score change	Score increase by .5 points	Little change in post-test scores 2016 to 2017 however, pre-test scores increasing.	Reduce the number of required discussions and focus remaining discussions more.	<table border="1"> <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>0.6</td> </tr> <tr> <td>Fall 2016</td> <td>1.0</td> </tr> <tr> <td>Spring 2017</td> <td>0.7</td> </tr> <tr> <td>Fall 2017</td> <td>1.0</td> </tr> </tbody> </table>	Term	Score	Fall 2015	1.0	Spring 2016	0.6	Fall 2016	1.0	Spring 2017	0.7	Fall 2017	1.0	MKTG SLO 3
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Course Embedded Assessment - Marketing MKTG SLO 2 Develop a marketing portfolio	Data: formative. Source: Class assignment - Final Ad Scores	Score of 5 points	Average scores for second assignment showed significant decline due partially due to low assignment completion.	Spend more time developing adds during the semester. Reduce the number of total ads in the final project.	<p>MKTG SLO2</p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <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> </table>	Term	Score	Spring 2012	2.8	Spring 2016	3.0	Fall 2016	1.0		
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Course Embedded Assessment - Marketing MKTG SLO 1 Apply various marketing research techniques to identify and solve complex marketing problems	Data: formative. Source: Class assignment - Complex Marketing Problems	Score of 1	Scores increased then declined below first assessment.	In Fall 2014, the teaching method described above was used. This method was also used during Spring 2017. However, during Spring 2016, the instructor did not use the same teaching method. Therefore, the comparison would not reflect similar grading methods and would not be consistent with scores obtained in the other two sections of the course because grades were based on three quizzes and a comprehensive exam. This course did not include any hands-on research projects. Based on the data provided, student performance between 2014 and 2017 showed a decline in almost all projects except the secondary research project. In spring 2016, marketing faculty met and decided to offer this course online to help reduce scheduling conflicts. A meeting will be held during the spring of 2019 to discuss whether the marketing research course should return to the 16-week schedule and be offered in the traditional face-to-face format. This will be addressed after the current marketing faculty search is completed. During our next	<p>MKTG SLO1</p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>Fall 2014</td><td>0.8</td></tr> <tr><td>Spring 2016</td><td>0.9</td></tr> <tr><td>Spring 2017</td><td>0.7</td></tr> </table>	Term	Score	Fall 2014	0.8	Spring 2016	0.9	Spring 2017	0.7		
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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	70% of students met benchmark of 70	65% of students achieved benchmark, an increase from the previous period.	Faculty agreed to require more in-depth analysis of financial statements and assess students based on class project.	<p>FISLO 1</p> <table border="1"> <tr><th>Term</th><th>Percent meeting 70% target</th></tr> <tr><td>Fall 2017</td><td>45%</td></tr> <tr><td>Spring 2018</td><td>65%</td></tr> </table>	Term	Percent meeting 70% target	Fall 2017	45%	Spring 2018	65%				
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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.	<p>FISLO 2</p> <table border="1"> <tr><th>Term</th><th>Percent meeting 70% target</th></tr> <tr><td>Spring 2017</td><td>75%</td></tr> <tr><td>Fall 2017</td><td>35%</td></tr> </table>	Term	Percent meeting 70% target	Spring 2017	75%	Fall 2017	35%				
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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.	<p>FISLO 3</p> <table border="1"> <tr><th>Term</th><th>Percent meeting 70% target</th></tr> <tr><td>Spring 2015</td><td>65%</td></tr> <tr><td>Spring 2018</td><td>85%</td></tr> </table>	Term	Percent meeting 70% target	Spring 2015	65%	Spring 2018	85%				
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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 Microeconomics and Principles of Macroeconomics were classroom debates on current event topics. The students had to ensure that they applied key economic concepts in debating their pro or con position. The results listed below are the pre and post critical thinking rubric results of students that achieved milestone 3 or capstone level critical thinking skills. Post 2016 strategies for improving included: ULAs developed critical thinking games, added "Group Me" for additional face-to-face tutoring/discussion time, more time in class devoted to analytical discussion.	<p>ECOSLO 1</p> <table border="1"> <tr><th>Term</th><th>Percent meeting 70% target</th></tr> <tr><td>Fall 2014</td><td>65%</td></tr> <tr><td>Spring 2016</td><td>75%</td></tr> <tr><td>Fall 2017</td><td>85%</td></tr> <tr><td>Spring 2018</td><td>70%</td></tr> </table>	Term	Percent meeting 70% target	Fall 2014	65%	Spring 2016	75%	Fall 2017	85%	Spring 2018	70%
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Course Embedded Assessment - Economics ESLO2 To demonstrate awareness of current global economic issues	Data: formative. Source: Class assignment	70% of students met benchmark of 70	60% of students met target which is a decline from previous period.	Intervention for 2016, is to introduce Study Plan exercise in My Econ Lab. Particular weakness was observed in "Evidence" concept and the focus in the study plan was on evidence. Prior to 2017, intervention was to add reaction paper and to discuss how My Econ lab can be used for self-assessment to help students to understand what they do and do not understand.	<p>ECOSLO 2</p> <table border="1"> <tr><th>Year</th><th>Percent meeting 70% target</th></tr> <tr><td>Fall 2014</td><td>60%</td></tr> <tr><td>Fall 2016</td><td>75%</td></tr> <tr><td>Fall 2017</td><td>60%</td></tr> </table>	Year	Percent meeting 70% target	Fall 2014	60%	Fall 2016	75%	Fall 2017	60%
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Course Embedded Assessment - Economics ECSLO 3 To utilize quantitative and economic analysis in business decision-making	Data: formative. Source: Class assignment (Pre/Post with intervention)	70% of students met benchmark of 70	67% of students met target, a decline from previous period. Observed a number of students not completing assignments.	Using student projects as an intervention for 2017, students were now tasked with searching for their own data and obtain approval for use; implemented use of Excel, QM and POM software for analysis and in class, there were peer software demonstrations during class; one on one meetings scheduled with instructor during project period.	<p>ECOSLO 3</p> <table border="1"> <tr><th>Year</th><th>Percent meeting 70% target</th></tr> <tr><td>Spring 2016</td><td>75%</td></tr> <tr><td>Spring 2017</td><td>95%</td></tr> <tr><td>Spring 2018</td><td>65%</td></tr> </table>	Year	Percent meeting 70% target	Spring 2016	75%	Spring 2017	95%	Spring 2018	65%
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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.	<p>MGTSLO 1</p> <table border="1"> <tr><th>Year</th><th>Percent meeting 70% target</th></tr> <tr><td>Fall 2014</td><td>50%</td></tr> <tr><td>Spring 2017</td><td>70%</td></tr> </table>	Year	Percent meeting 70% target	Fall 2014	50%	Spring 2017	70%		
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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.	<p>MGTSLO 2</p> <table border="1"> <tr><th>Year</th><th>Percent meeting 70% target</th></tr> <tr><td>Fall 2014</td><td>50%</td></tr> <tr><td>Spring 2017</td><td>70%</td></tr> </table>	Year	Percent meeting 70% target	Fall 2014	50%	Spring 2017	70%		
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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.	<p>MGTSLO 3</p> <table border="1"> <tr><th>Year</th><th>Percent meeting 70% target</th></tr> <tr><td>Fall 2014</td><td>75%</td></tr> <tr><td>Fall 2015</td><td>75%</td></tr> <tr><td>Spring 2018</td><td>20%</td></tr> </table>	Year	Percent meeting 70% target	Fall 2014	75%	Fall 2015	75%	Spring 2018	20%
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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 minicases 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	<p>ISPLO 3</p> <table border="1"> <tr><th>Year</th><th>Percent meeting 70% target</th></tr> <tr><td>2016</td><td>65%</td></tr> <tr><td>2017</td><td>65%</td></tr> <tr><td>2018</td><td>65%</td></tr> </table>	Year	Percent meeting 70% target	2016	65%	2017	65%	2018	65%
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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.		<p>ISSLO 2</p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016</td><td>47%</td></tr> <tr><td>2017</td><td>65%</td></tr> <tr><td>2018</td><td>68%</td></tr> </table>		Year	Score	2016	47%	2017	65%	2018	68%				
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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.		<p>ISSLO 3</p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2017</td><td>75%</td></tr> <tr><td>2018</td><td>100%</td></tr> </table>		Year	Score	2017	75%	2018	100%						
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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: Option 1 - Evaluate ecommerce tools used in hosting Web services. Option 2 - 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		<p>ISSLO 1</p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2013</td><td>0%</td></tr> <tr><td>2014</td><td>100%</td></tr> <tr><td>2015</td><td>68%</td></tr> <tr><td>2016</td><td>52%</td></tr> <tr><td>2017</td><td>0%</td></tr> </table>		Year	Score	2013	0%	2014	100%	2015	68%	2016	52%	2017	0%
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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.		<p>ASLO 1</p> <table border="1"> <tr><th>Term</th><th>Percent meeting 70% target</th></tr> <tr><td>Spring 2014</td><td>40%</td></tr> <tr><td>Fall 2017</td><td>65%</td></tr> <tr><td>Fall 2018</td><td>50%</td></tr> </table>		Term	Percent meeting 70% target	Spring 2014	40%	Fall 2017	65%	Fall 2018	50%				
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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 components of taxable income. All students assessed were expected to at least meet expectations in three assessment criteria areas (determining total income, total deductions, and tax liability), it appears that the students did not understand the requirements to solve the problem or lacked the knowledge to solve the problem.		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.		<p>ASLO 2</p> <table border="1"> <tr><th>Term</th><th>Percent meeting 70% target</th></tr> <tr><td>Spring 2014</td><td>73%</td></tr> <tr><td>Spring 2017</td><td>35%</td></tr> <tr><td>Fall 2017</td><td>100%</td></tr> <tr><td>Spring 2018</td><td>70%</td></tr> </table>		Term	Percent meeting 70% target	Spring 2014	73%	Spring 2017	35%	Fall 2017	100%	Spring 2018	70%		
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Spring 2018	70%																						
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.		<p>ASLO 3</p> <table border="1"> <tr><th>Term</th><th>Percent meeting 70% target</th></tr> <tr><td>Spring 2017</td><td>70%</td></tr> <tr><td>Fall 2017</td><td>70%</td></tr> <tr><td>Spring 2018</td><td>70%</td></tr> </table>		Term	Percent meeting 70% target	Spring 2017	70%	Fall 2017	70%	Spring 2018	70%				
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