### Written Communication

<table>
<thead>
<tr>
<th>Period</th>
<th>Percent Meeting 70% Target</th>
<th>Analysis of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>88.4%</td>
<td>Increase in Critical Thinking prior to submitting.</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>78%</td>
<td>Increase faculty guidance with course materials.</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>69%</td>
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**Action Taken or Improvement Made**:
- Increase Bb assignments.
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### Oral Communication

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

**Measurement Indicators**

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Table 1: Assessment results by discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Current Results</th>
<th>Target Set in 2012</th>
<th>Additional Courses</th>
<th>Action Taken or Improvement Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Average score 80</td>
<td>70% target</td>
<td>80%</td>
<td>More courses include in assessment.</td>
</tr>
<tr>
<td>Economics</td>
<td>Average score 85</td>
<td>80% target</td>
<td>90%</td>
<td>Revised Bb prep course.</td>
</tr>
</tbody>
</table>

Next intervention: in spring 2018, faculty in the capstone course used MFT as a benchmark. This significantly increased the number of students utilizing the exam. In addition, the Bb prep course was update and students were strongly encouraged to review prior to testing. The Bb course will be reviewed for best practices.

Table 2: Assessment results by discipline - Major Field Test (MFT)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Average % Correct</th>
<th>Percent meeting 70% target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>70%</td>
<td>50% (mean)</td>
</tr>
<tr>
<td>Economics</td>
<td>80%</td>
<td>60% (mean)</td>
</tr>
</tbody>
</table>

Major Field Test (MFT) - Accounting
- Percent meeting 70% target
- Percent meeting 80% target
- Percent meeting 90% target

In this report, we discuss results from the content area of Accounting. This includes Financial Accounting, Managerial Accounting, and International Accounting.

- Financial Accounting: the students were tested on financial statement preparation of the four basic financial statements: income statement, balance sheet, statement of owner's equity, and statement of cash flows. In terms of sub-content areas under Managerial Accounting, the students were tested on subject material in the areas of costs and budgeting, performance measurement, job order and process costing, and cost allocation.

- International Accounting: the students were tested on the production process. The Financial Accounting content in which students were tested cover seventeen (17) chapters of material covered in Principles of Accounting. (2)

- Managerial Accounting: the students were tested on subject material to improve student performance.

Table 3: Assessment results by discipline - Major Field Test (MFT) - Economics

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Average % Correct</th>
<th>Percent meeting 70% target</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>60%</td>
<td>40% (mean)</td>
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<td>Economics</td>
<td>70%</td>
<td>50% (mean)</td>
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Major Field Test (MFT) - Economics
- Percent meeting 70% target
- Percent meeting 80% target
- Percent meeting 90% target

In this report, we discuss results from the content area of Economics. This includes Macroeconomics, Microeconomics, and International Economics. Under the content area of Macroeconomics, the students were tested on the following sub-content areas: Monetary Policy, Aggregate demand and supply, Measurement of Economic Performance, and Banking. Under Microeconomics, the students were tested on the following sub-content areas: Production and Costs, Markets of Consumer Goods, and Macroeconomic Theory.

- Microeconomics: the students were tested on subject material to improve student performance.
We started addressing four main areas: Markets, Corporate Finance, Investment, and Marketing. We will work to improve these and gain more market presence.

In Spring 2011, the National average for sub-content area b) Linear Programming was 36.9% which far exceeds the BSU average. As a result, we propose to focus more on these sub-areas during class discussion and support with more reference materials during class discussion.

In Spring 2016, the National average for sub-content area a) Statistical Process Control was 33.3% of BSU students answered this question correctly. This indicates that there is still room for improvement in terms of statistical control techniques. Faculty can improve this area by providing more examples and exercises to help students better understand the concepts.

The goal of 70% (percentile ranking) was set as a benchmark in 2012 in most declines. MFT data is used more so for trends. Faculty observed declines overall as well as in class. Faculty also need to engage students more during class activities.

Next, we will discuss the results of our current field test and the current results of our spring test.

When did you learn from the results?

In spring 2015, we implemented the following: Increase Bb assignments, increase in class. Faculty also need to engage students more during class activities.

Next, we will discuss the results of our current field test and the current results of our spring test.

What did you learn from the results?

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Course Content Furthers My Knowledge

- Significant improvement in students' understanding of the course content.
- Students showed increased confidence in their ability to apply course concepts.
- Performance metrics indicate a positive trend in students' knowledge acquisition.

Course Writing Assignments Improved My Skills

- Improved writing skills and clarity of expression among students.
- Feedback from instructors noted significant enhancements in students' writing proficiency.
- Students report increased satisfaction with their writing performance.

Course Oral Assignments Improved Students Presentation Skills

- Enhanced delivery and engagement in oral presentations.
- Students demonstrated a greater comfort level in public speaking.
- Feedback from peers and instructors highlighted significant improvements in presentation techniques.
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

- Writing
  - Alumni Survey, Writing
  - Data: indirect, summative, internal, discrete. Source: COB Alumni Survey.
  - The written communication skills developed contributed to my career success
  - A goal of 79% 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
  - Alumni Survey, Oral Communication
  - Data: indirect, summative, internal, discrete. Source: COB Alumni Survey.
  - The oral communication skills developed contributed to my career success
  - 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.

- Accounting
  - Alumni Survey, Accounting
  - Data: indirect, summative, internal, discrete. Source: COB Alumni Survey.
  - The discipline has contributed to my career success
  - 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.

- Economics
  - Alumni Survey, Economics
  - Data: indirect, summative, internal, discrete. Source: COB Alumni Survey.
  - The discipline has contributed to my career success
  - 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.

- Finance
  - Alumni Survey, Finance
  - Data: indirect, summative, internal, discrete. Source: COB Alumni Survey.
  - The discipline has contributed to my career success
  - 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.

- Marketing
  - Course Embedded Assessment - Marketing
  - MKTSLO 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 increased 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
**Identified in Criterion 4.1**

65% of students achieved benchmark, an increase from the previous period.

88% of students met target, an increase from the previous period.

**Identified in Criterion 4.4**

Fall 2017

Analysis of Results

72% of students met target which is below previous period.

What are your current goals?

Spring 2016

Do not use grades.

Spring 2018

Identified in Criterion 4.2

Spring 2017

33% of students met target, a significant decline from previous period.

Spring 2018

Course Embedded Assessment - Marketing: MKTG SLO 2

Developing a marketing portfolio

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<tr>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 5 points</td>
<td>Score of 5 points</td>
<td>Score of 5 points</td>
</tr>
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Average scores for each assignment showed a significant decline due partially to the assignment completion.

Spring 2016

Course Embedded Assessment - Marketing: MKTG SLO 1

Apply basic marketing research concepts and principles to develop marketing solutions for complex marketing problems

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<tr>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 1</td>
<td>Score of 1</td>
<td>Score of 1</td>
</tr>
</tbody>
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Score increased then declined below first assessment.

Spring 2017

Course Embedded Assessment - Finance: FISLO 2

Students will be able to describe the rationale for bonds to construct a well-diversified portfolio and apply the different strategies used to evaluate bonds to construct a well-diversified portfolio.

<table>
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<tr>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 70</td>
<td>Score of 70</td>
<td>Score of 70</td>
</tr>
</tbody>
</table>

60% of students achieved benchmark, an increase from the previous period.

Faculty agreed to require more in-depth analysis of factual statements and assign students to a class project.

Spring 2018

Course Embedded Assessment - Finance: FISLO 3

Students will be able to describe the rationale for bonds to construct a well-diversified portfolio and apply the different strategies used to evaluate bonds to construct a well-diversified portfolio.

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<tbody>
<tr>
<td>Score of 70</td>
<td>Score of 70</td>
<td>Score of 70</td>
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60% of students met benchmark, a significant decrease from the previous period.

Number of students completing assignment may have had impact on results. Faculty recommended to focus more assignments on challenging process. Will also give students more hands-on opportunities in class prior to final assessment.

Spring 2017

Course Embedded Assessment - Marketing: MKTG SLO 1

Students will be able to describe the rationale for bonds to construct a well-diversified portfolio and apply the different strategies used to evaluate bonds to construct a well-diversified portfolio.

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 2</td>
<td>Score of 2</td>
<td>Score of 2</td>
</tr>
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</table>

20.0% of students met benchmark, a significant decrease from the previous period.

Score of 2.5

Spring 2016

Course Embedded Assessment - Marketing: MKTG SLO 2

Students will be able to describe the rationale for bonds to construct a well-diversified portfolio and apply the different strategies used to evaluate bonds to construct a well-diversified portfolio.

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<tr>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 3</td>
<td>Score of 3</td>
<td>Score of 3</td>
</tr>
</tbody>
</table>

60.0% of students met benchmark, an increase from the previous period.

Faculty agreed to require more in-depth analysis of factual statements and assign students to a class project.

Spring 2017

Course Embedded Assessment - Finance: FISLO 1

Students will be able to describe the rationale for bonds to construct a well-diversified portfolio and apply the different strategies used to evaluate bonds to construct a well-diversified portfolio.

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<tbody>
<tr>
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<td>Score of 2</td>
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20.0% of students met benchmark, a significant decrease from the previous period.

Score of 2.5

Spring 2016

Course Embedded Assessment - Economics: ECOSLO 1

To critically apply economic analysis and reasoning to evaluate and make informed decisions on policy issues

<table>
<thead>
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<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 2</td>
<td>Score of 2</td>
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20.0% of students met benchmark, a significant decrease from the previous period.

Score of 2.5

Spring 2017

Spring 2018
### Identified in Criterion 4.1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of students met target.</td>
<td></td>
<td></td>
<td></td>
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</table>

### Identified in Criterion 4.4

<table>
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<th>Semester</th>
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<th>Spring 2018</th>
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</thead>
<tbody>
<tr>
<td>70% of students met target, an increase from 49% previous assessment.</td>
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</tbody>
</table>

### Identified in Criterion 4.2

#### How did you improve or what is your next step?

- **Fall 2017**: 20% of students met target.
- **Spring 2017**: 60% of students met target which is a decline from previous period.
- **Fall 2018**: 70% of students met target, an increase from 49% previous assessment.

### Analysis of Results

#### Course Outcomes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISSLO3</td>
<td>Critical thinking performance (Spring 2019) to gather relevant data to determine the next steps in improving their thought processes. The department is waiting for one more assessment cycle cases would be embedded in class to encourage student to analyze and revise. Faculty observed that the goal is not being met and decided Critical thinking mini-lecture demonstrations during class; one on one meetings scheduled with instructor for project periods.</td>
</tr>
</tbody>
</table>
### Measurable goal

**What is your measurement instrument or process?**

<table>
<thead>
<tr>
<th>Measurable goal</th>
<th>Instrument of measurement or process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not use grades.</td>
<td>What are your current results?</td>
</tr>
</tbody>
</table>

### Analysis of Results

**Identified in Criterion 4.2**

- **Fall 2018**: Accounting 211 received a USM grant for a curriculum redesign.
- **Spring 2017**: General Business products are used to address students' critical thinking skills.

<table>
<thead>
<tr>
<th>Software: Performance</th>
<th>Percentage meeting target 70% and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>73%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>73%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Action taken for improvement made

- **Fall 2018**: Faculty will increase awareness of the Thurgood Marshall Library by posting information on Bb about the services offered.
- **Spring 2017**: Results were presented at various meetings including the faculty meeting and the department meeting. Faculty will continue to work on developing and implementing new teaching strategies.

<table>
<thead>
<tr>
<th>ISSLO 1</th>
<th>ISSLO 2</th>
<th>ISSLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2014</td>
<td>2015</td>
</tr>
<tr>
<td>2016</td>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>2019</td>
<td>2020</td>
<td>2021</td>
</tr>
</tbody>
</table>

### Improve benchmark using process improvement tools

- **Fall 2016**: 100% of students met benchmark. This score is well above the department expectation of 70% or higher.
- **Fall 2017**: 73% of students met benchmark. This score is well above the department expectation of 70% or higher.
- **Spring 2017**: 73% of students met benchmark. This score is well above the department expectation of 70% or higher.
- **Spring 2018**: 50% of students met benchmark. This score is well above the department expectation of 70% or higher.

### Identified in Criterion 4.4

**Fall 2017**: Evaluate for managerial decision support and prepare appropriate reports for managerial decision support.

**Spring 2018**: Identify, research and propose accounting principles and financial reporting concerns to solve the problem.

**Fall 2019**: I plan to prepare (or acquire) a video to provide a visual representation of the issues discussed in the course.

### Use current results to inform future decisions

- **Fall 2018**: Faculty will continue to work on developing and implementing new teaching strategies.
- **Spring 2019**: Faculty will continue to work on developing and implementing new teaching strategies.

### Action Taken or Improvement made

- **Fall 2018**: Faculty will increase awareness of the Thurgood Marshall Library by posting information on Bb about the services offered.
- **Spring 2019**: Faculty will continue to work on developing and implementing new teaching strategies.

**Spring 2019**: Faculty will continue to work on developing and implementing new teaching strategies.

**Fall 2019**: I plan to prepare (or acquire) a video to provide a visual representation of the issues discussed in the course.

### Conclusion

The improvements made in the course led to an increase in the number of students meeting the benchmark. The overall performance of the students improved significantly. Faculty will continue to work on developing and implementing new teaching strategies to further improve student performance.