

**Economics Assessment Progress Report
Including Curriculum Management Implications and Actions
Calendar Year 2016**

**Report to the Faculty
April, 2017**

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**Assurance of Learning Plan 2016-2017
BBA in Economics**

Goals	Learning Objectives (LO)	Assessment Methodology/ Current status
GOAL One: Students will demonstrate competence in business knowledge.	1.1 Students will demonstrate competence in each of the functional areas of business (accounting, economics, finance, management, operations and information systems).	All students are required to take the ETS Major Fields Test in MGMT 4380.
	1.2 Students will demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.	All students are required to take the ETS Major Fields Test in MGMT 4380. The International section scores used to assess this learning objective.
GOAL TWO: Students will be effective communicators.	2.1 Students will demonstrate effective written communication skills.	Written assignments required in BINS 3380.
	2.2 Students will demonstrate effective oral communication skills.	Oral presentations delivered in BINS 3380.
GOAL THREE: Students will have an ethical perspective, understanding the importance of behaving ethically in their professional lives.	3.1 Students will identify an ethical dilemma and identify impact on identified stakeholders.	Ethics assessment case completed in BINS 3305.
	3.2 Students will analyze alternative actions and consequences of behavior based on an identified Ethical Rule or Model.	Ethics assessment case completed in BINS 3305.
GOAL FOUR: Students will use analytical techniques and tools to analyze data for decision making.	4.1 Students will demonstrate knowledge to use logic-based tools to retrieve information for decision making.	Exam questions completed in BINS 3352.
	4.2 Students will demonstrate ability to retrieve data and address business issues using an analytics tool.	Case analysis completed in BINS 3352.

GOAL FIVE: Students will be skilled in solving real world and/or simulated business problems related to Economics.	5.1 Student will demonstrate the ability to apply basic economic tools to macroeconomic problems.	All majors will complete a project in Econ 4350.
	5.2 Student will demonstrate the ability to apply basic economic tools to microeconomic problems.	All majors will complete a project in Econ 4350.

2016-2017 ECON Curriculum Assessment and Curriculum Management Actions

Assessment Planning

The ECON program developed a new assessment plan for 2017 (see Appendix A), with new assessment goals, student learning outcomes, and assessment methods. The faculty completed a curriculum mapping with an assessment cycle through the Spring 2020 term (see Appendix A). The assessment plan shares four learning goals with the College of Business Undergraduate Business Core. The assessment of these shared goals occurs during the assessment of the Undergraduate Business Core. A fifth learning goal is unique to ECON. The two learning outcomes derived from this goal are assessed using an assignment in Econ 4350 Applied Econometrics. The collection of artifacts used in the assessment of the fifth learning goal will begin in Fall 2017.

2016 Assessment Results

For 2016, the ECON program assessment uses the Major Fields Test to assess the Learning Outcome 1.1 and 1.2. The assessment of other goals shared with the College of Business Undergraduate Core (Learning Outcomes 2.1, 2.2, 3.1, 3.2, 4.1, and 4.2) are reported in Appendix B.

Learning Outcome 1.1, 1.2: Competence in the functional areas of business

Date: Spring 2016

Course: MGMT 4380

Students: 69

The ETS Major Fields Test (MFT) is administered to all students taking MGMT4380 on the UALR campus during the Spring semester. The MFT covers nine Assessment Indicators (AI) and provides the Mean Percent Correct and the National Percentile (our ranking when compared to the entire group of students taking the exam during the applicable period (which is a moving 3-year period) for each area. The scores are presented in the following table. While the Learning Outcome applies to each of the 9 tested competence areas, the assessment of competence within economics is of particular interest and is therefore highlighted.

Mean percentage correct is denoted by M%; National Mean is denoted by NM%.

Assessment Indicator	Spring 2013		Spring 2014		Spring 2015		Spring 2016	
	M%	NM%	M%	NM%	M%	NM%	M%	NM%
Accounting	45	43.8	43	41.7	44	41.5	44	41.3
Economics	42	44.2	40	40.0	39	39.8	39	39.6
Management	58	57.0	56	54.6	53	54.3	53	54.1
Quantitative Business Analysis	40	40.5	40	36.5	39	36.4	38	36.3
Finance	40	42.6	42	42.7	42	42.4	43	42.3
Marketing	52	55.0	57	55.1	54	55.0	57	54.9
Legal & Social Environment	54	55.5	60	60.0	57	59.5	57	59.4
Information Systems	54	48.4	59	50.5	53	50.1	53	49.9
International Issues	50	52.8	39	40.6	38	40.3	39	40.1
	n=81		N=80		n=69		n=64	

2013-2016 scores are within one standard deviation of the national mean percent correct.

Spring 2016:

Total Test Scaled Score Mean 151 (SD = 14; 49th percentile)

National Total Test Scaled Score Mean 150.1 (SD = 6.7)

Economics scores are at the national mean, while scores in Accounting, Quantitative Business Analysis, Finance, Marketing and Information Systems exceed the national mean. A second indicator of student performance in relation to other schools is the mean percentage below our mean score. As shown in the following table, our scores are at approximately the mean for most of the indicators; percentiles have increased in 2016 for 3 indicators and remain above 55th percentile for 3 indicators:

2016 Report	Mean % Correct				
	UALR Mean		Comparative Data (563 institutions)		
	Sp 2015	Sp 2016	Nat'l Mean	UALR 2015 % Below	UALR 2016 % Below
Accounting	44	44	41.5	63	65
Economics	39	39	39.8	38	42
Management	53	53	54.3	35	36
Quant Bus Analysis	39	38	36.4	65	58
Finance	42	43	42.4	44	54
Marketing	54	57	55	36	55
Legal and Social	57	57	59.5	25	26
Information Systems	53	53	50.1	62	63
International	38	39	40.3	29	35

A third indicator that emphasizes the performance of Economics majors compares the performance of UALR students across business majors. The table below shows the MFT score for Economics majors and other business majors for the Spring 2015 and Spring 2016 MFT assessments. The table indicates that Economics majors do particularly well in showing competency in the functional areas of business.

MFT Score	Economics Majors	Other Business Majors
Spring 2015	159	150.4
Spring 2016	153	151

Curricular Recommendations

1. Future assessment reports should include MFT item analysis to determine which areas within economics require more attention.

APPENDIX A

BBA in Economics Assessment Plan – revised March 7, 2017

Mission Statement

The primary objective of the Economics program is to develop the necessary conceptual skills and practical problem-solving techniques required to solve economics problems in the private and public sectors within the context of institutional and cultural constraints in a global environment. Students are educated in economics principals and its fundamentals and methods applicable to better decision making. An emphasis on developing communication skills and an understanding the importance of ethical behavior is central throughout the curriculum.

College Strategic Initiatives Related to Students

- Provide students with core business competency; discipline-based knowledge; and demonstrable, practical skills to enable/improve their professional careers.
- Involve students in experiential and application-based learning through partnerships with the business community and external constituents.
- Support students' professional development opportunities through investments in Career and Student Services and engagement with external partners.

Student Learning Outcomes

Students will

- 1) Demonstrate competence in business knowledge.
- 2) Effectively communicate.
- 3) Have an ethical perspective, understanding the importance of behaving ethically in their professional lives.
- 4) Use analytical techniques and tools to analyze data for decision-making.
- 5) Be skilled in solving real world and/or simulated business problems related to economics.

Student Learning Objectives

Student learning objectives for each learning goals are shown in Attachment A.

Assessment Methods

BBA in Economics assessments will largely rely on the results of a student project in Econ 4350 using questions related to our program objectives. Every three years input from external constituents is used to revise and/or update the learning objectives to reflect current practice. In addition, assessment results from our own College of Business Core Assessments is used as these outcomes relate to most of our Economics program objectives.

Assessment Goals 1, 2, 3:

An evaluative rubric has been developed for each of the learning objectives (Appendix C). A team of faculty evaluates student artifacts to determine if standards of performance have been achieved—75 percent or more of students scoring acceptable or exemplary.

Assessment Goal 4:

Scores on a data analysis project and exam (scored by instructional supplement) are evaluated based on identified standard of performance—75 percent or more of students scoring acceptable or exemplary.

Assessment Goal 5:

Student projects in Econ 4350 are assessed by the Economics faculty. The rubric is attached.

Process:

A specific evaluative process is followed which includes (1) training of evaluators and (2) review of student artifacts and assessment process prior to evaluation to assure consistency of results among members of review teams.

As shown in next section, key dates have been established to control distribution of assessment findings to faculty and curriculum committees for action.

Feedback for curricular revision is obtained from curriculum committees, departments, and other stakeholders. The Curriculum Map (Appendix B) is useful in determining where curriculum changes should occur.

Assessment Cycle

The student learning objectives related to the learning goals are assessed on a rotating basis as follows:

Summary of Data Collection/Analysis Dates

Student Learning Objective	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
1.1/1.2 Major Field Test	C/A	C	C/A	C	C/A	C	C/A	C
2.1 BINS 3380	C	A			C	A		
2.2 BINS 3380			C	A			C	A
3.1 BINS 3305	C	A			C	A		
3.2 BINS 3305	C	A			C	A		
4.1 BINS 3352	C	A			C	A		
4.2 BINS 3352	C	A	C	A	C	A		
5.1 Econ 4350	C	A	C	A	C	A	C	A
5.2 Econ 4350	C	A	C	A	C	A	C	A

C = collect data A = analyze data

Key Dates for College Core Assessment

MFT:

- September 15 Department chairpersons provided MFT results for previous year for analysis by faculty
- October 15 Analysis reporting form (documenting faculty analysis) submitted to Assessment Coordinator
- November 1 Undergraduate Committee reviews results
- Spring semester Changes identified by department faculty and Undergraduate Committee implemented

Data Collection in Classes:

- May 15 Department chairpersons/faculty notified of fall data collection
- September 15 Faculty submit data collection instrument to Assessment Coordinator
- October 1 Department chairpersons/faculty given approval for data collection instrument
- January 15 Faculty submit collected data to Assessment Coordinator
- February 20 Assessment review teams submit analysis reports to Assessment Coordinator
- March 1 Assessment review committees distribute assessment report to department chairpersons and Undergraduate Committee.
- April 15 Department chairpersons submit department actions report to Assessment Coordinator
- Fall Semester Curriculum changes implemented by Undergraduate Committee.

Stakeholder Involvement

The Finance and Economics Advisory Council provide reaction to assessment results. This information guides changes to evaluation process and curriculum. Every three years, at minimum, the board reviews the degree program. Results are also presented to key students for input.

Attachment A: Summary of Assessment Goals, Learning Objectives, and Methodology

College of Business BBA in Economics		
Goals	Learning Objectives (LO)	Assessment Methodology/ Current status
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	1.2 Students will demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.	All students are required to take the ETS Major Fields Test in MGMT 4380. The International section scores used to assess this learning objective.
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	5.2 Student will demonstrate the ability to apply basic economic tools to microeconomic problems.	All majors will complete a project in Econ 4350.

Attachment B: Curriculum Mapping

Course Coverage of Learning Objectives BBA in Management				
	No Emphasis	Limited Emphasis (incorporation into coverage of other topics with no direct focus or activities)	Moderate Emphasis (distinct topic for some discussion and/or limited activities)	Substantial Emphasis (focal point for class coverage including significant assignments and/or testing)
LO 1.1: Students will demonstrate competence in each of the functional areas of business (accounting, economics, finance, management, operations and information systems).	Bins 3352 Bins 3380 Econ 2310 Econ 2322 Econ 2323 Econ 3355 Mktg 2380 Econ 3315 Econ 3330 Econ 4350	Acct 2310 Acct 2330	Bins 3305 Mgmt 3300 Mgmt 3304 Mktg 3350	Finc 3310 Mgmt 4380
LO 1.2: Students will demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.	Acct 2310 Acct 2330 Bins 3352 Bins 3380 Econ 2310 Econ 3355 Finc 3310	Bins 3305 Econ 4350 Econ 3315	Econ 2322 Econ 2323 Mgmt 3300 Mgmt 3304 Mgmt 4380 Mktg 2380 Econ 3330	Mktg 3350
LO 2.1: Students will demonstrate effective written communication skills	Econ 2310 Econ 3355 Finc 3310 Econ 3330	Acct 2310 Acct 2330 Econ 2323 Mgmt 3304 Econ 3315	Bins 3305 Bins 3352 Econ 2322 Mgmt 3300 Mgmt 4380 Mktg 2380 Mktg 3350	Bins 3380 Econ 4350
LO 2.2: Students will demonstrate effective oral communication skills.	Acct 2310 Acct 2330 Bins 3305 Bins 3352 Econ 2310 Econ 2322 Econ 2323 Econ 3355 Finc 3310 Mktg 2380 Econ 3315 Econ 3330	Mgmt 3304 Mktg 3350 Econ 4350	Mgmt 3300 Mgmt 4380	Bins 3380
LO 3.1 Students will identify an ethical dilemma and identify	Bins 3352 Econ 2310 Econ 3355 Mgmt 3304	Bins 3380 Econ 2322 Econ 2323 Finc 3310	Acct 2310 Acct 2330 Mgmt 3300 Mgmt 4380	Bins 3305 Mktg 2380

impact on identified stakeholders.		Mktg 3350 Econ 3315 Econ 3330 Econ 4350		
LO 3.2 Students will analyze alternative actions and consequences of behavior based on an identified Ethical Rule or Model	Bins 3352 Econ 2310 Econ 3355 Mgmt 3304	Bins 3380 Econ 2322 Econ 2323 Finc 3310 Mktg 3350 Econ 3315 Econ 3330 Econ 4350	Acct 2310 Acct 2330 Mgmt 3300 Mgmt 4380	Bins 3305 Mktg 2380
LO 4.1 Students will demonstrate knowledge to use logic-based tools to retrieve information for decision making.		Econ 3315	Econ 3330	Bins 3305 Bins 3352 Econ 4350
LO 4.2 Students will demonstrate ability to retrieve data and address business issues using an analytics tool.		Econ 3315	Econ 3330	Bins 3305 Bins 3352 Econ 4350
LO 5.1 Student will demonstrate the ability to apply basic economic tools to macroeconomic problems.	Acct 2310 Acct 2330 Mktg 2380 Finc 3310 Bins 3380 Bins 3305 Bins 3352 Econ 3315		Econ 2310 Econ 2322 Econ 2323 Econ 3355	Econ 3330 Econ 4350
LO 5.2 Student will demonstrate the ability to apply basic economic tools to microeconomic problems.	Acct 2310 Acct 2330 Mktg 2380 Finc 3310 Bins 3305 Bins 3352 Bins 3380 Bins 3305 Bins 3352 Econ 4330		Econ 2310 Econ 2322 Econ 2323 Econ 3355	Econ 3315 Econ 4350

Appendix C: Sample Rubrics

Written Communication Rubric

Criteria	Unacceptable (0-1 pt)	Acceptable (2-3 pts)	Exemplary (4-5 pts)
Organization	Incorrect approach used; with ineffective introduction, body, and/or closing; lack of transitions between sections.	Correct approach used, with logical flow and acceptable transitions between sections.	Clear and logical sequence; effective introduction, body, and closing, considering direct, indirect, or persuasive approach. Effective transitions between sections.
Content	Inadequately addressed the topic with major deficiencies in depth of information and quality of analysis.	Adequately addressed the topic with some deficiencies in depth of information and quality of analysis.	Addressed all relevant aspects of the topic with a clear, concise, and accurate presentation of information with appropriate analysis.
Writing Style	Used ineffective writing style, with many uses of negative and offensive word choice, confusing and inappropriate expressions; violated you viewpoint; weak sentence and paragraph structure.	Used clear writing style with a few uses of negative, offensive language, clichés, jargon; violated you viewpoint. Acceptable paragraph and sentence structure.	Used clear writing style adapted to the audience (you viewpoint); positive, non-offensive language; avoided clichés, jargon. Strong sentence and paragraph structure (active versus passive voice, variety of structures).
Grammar and Mechanics	Frequent errors in use of Standard English, including punctuation and spelling, and grammar.	Generally acceptable application of rules of Standard English, with limited errors in punctuation, and grammar. No errors in spelling.	No errors applying rules of Standard English, with no spelling errors.
Format	Unprofessional design and appearance.	Professionally designed, with reasonable appearance.	Professionally designed, balance appearance.

Oral Communication Rubric

Criteria	Unacceptable (0-1 pt)	Acceptable (2-3 pts)	Exemplary (4-5 pts)
Organization	Unfocused and loosely connected sequence of presentation. No clear objective and poor transitions between parts. Details unorganized.	Limited incidences of lack of logical flow. Purpose not always clear, with only a few minor incidences of incomplete or confusing information. Some transitions lacking	Topic well developed, with logical and effective sequence. Defined introduction (gained attention and interest) and conclusion with appropriate transitions between parts & adapted to audience.
Content	Problem/objective poorly developed, with no identification of sources. Business content lacking, indicating unclear understanding of topic and audience.	Problem/objective evident in presentation with some identification of sources. Limited inclusion of business content, with lack of adequate detail and/or relevance. Content rushed for time limit.	Problem/objective clearly stated and developed throughout the presentation. Appropriate identification of sources. Relevant inclusion of business content, indicating clear understanding of topic. Content appropriate for time limit.
Delivery	Presentation appears unrehearsed, with limited enthusiasm/confidence. Excessive dependence on notes/script. Distracting use of non-words; speaking style lacks variation in pitch and speed and exhibits poor enunciation. Excessive grammatical errors. No audience engagement and weak or inaccurate responses to audience.	Proficient presentation, with few grammatical errors. Occasional use of non-words (uh, ok, ums) and limited variation in pitch and speed. Dependence upon notes. Transitions between sections clear. Limited audience engagement, with acceptable responses to questions.	Grammatically correct language used with enthusiasm and confidence. Effective speaking style, including clear enunciation, varied pitch and speed, and use of effective pauses. Transitions between sections very clear. Speaks directly to audience for a minute or more without reliance on script. Effectively engages audience and responds to questions accurately and effectively.
Appearance and Physical Actions	Distracting physical movements, such as excessive gestures, poor posture, and minimal or no eye contact. Unprofessional attire.	Eye contact, gestures, and physical movements sometimes distracting. Physical appearance generally appropriate for audience.	Eye contact, gestures, and physical movements effectively incorporated into the delivery. Appropriate professional attire, with overall credible demeanor.
Media Support	Media design poor and not used effectively to integrate parts of presentation; visuals unclear and unreadable, with many grammatical and spelling errors. Technical problems without evidence of an alternative plan.	Media design acceptable yet media does not effectively supplement oral content; visuals difficult to read, having cluttered slides, poor coloration, and/or minimal contrast. Free of spelling errors and having no more than two grammatical errors. Limited technical problems, including annoying sound.	Media professional designed and integrated appropriately to supplement and reinforce presentation. Clear, readable, and free of all grammatical and spelling errors. Technical problems nonexistent

Ethics Rubric

TRAIT	Unacceptable (0-1 pt.)	Acceptable (2-3 pts.)	Exemplary (4-5 pts.)
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided
Identifies Stakeholders and How Dilemma Impacts Them	Is unsure which stakeholders are involved and/or impacted	Identifies some stakeholders and how they are involved in and/or impacted by the dilemma	Identifies most stakeholders and explains in detail how they are involved in and/or impacted by the dilemma
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clarifies at least two alternatives and predicts their associated consequences	Clarifies alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders, possibly bringing in outside experiences/knowledge to bear on the problem.
Chooses an Action	Has difficulty identifying an appropriate course of action from among alternatives	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action

Rubric for Goal 5

	Learning Outcome 5.1: Student will demonstrate the ability to apply basic economic tools to macroeconomic problems.	Learning Outcome 5.2: Student will demonstrate the ability to apply basic economic tools to macroeconomic problems.
4	-Key theory/methods are applied correctly -Supporting facts and/or details are included and accurately described with no errors	-Key theory/methods are applied correctly -Supporting facts and/or details are included and accurately described with no errors
3	-key theory/methods are applied correctly -supporting facts and/or details are included and accurately described with few errors	-key theory/methods are applied correctly -supporting facts and/or details are included and accurately described with few errors
2	-some key theory/methods are applied correctly -some supporting facts are included, but there are significant errors	-some key theory/methods are applied correctly -some supporting facts are included, but there are significant errors
1	-Few or no key theory/methods are applied correctly -no supporting facts or details are included with most included information being inaccurate or irrelevant	-Few or no key theory/methods are applied correctly -no supporting facts or details are included with most included information being inaccurate or irrelevant
0	Student did not complete assessment.	Student did not complete assessment.

Appendix B.2.1

Learning Outcome 2.1: Written Communications

Date: Fall 2016
 Course: Business Information Systems 3380
 Students: 40 of 87 (face-to-face), 24 of 47 (online)

Short reports written in all sections of BINS 3380 fall, 2016, were assessed to determine writing skills near beginning of upper-level coursework. Prior assessment as show below indicated comparable writing skills at entry and exit points in core (BINS 3380 versus MGMT 4380), with little improvement seen as students progress through the curriculum (though performance goal was met). (Though as mentioned below, the types of skill assessed did not evaluate the critical analysis component requirement in the writing process of analytical business writing.)

Prior assessment indicated that overall the performance goals were met. Thus a different type of writing assignment was used for assessment in 2016 in order to get richer data regarding the writing process beyond basic writing skill. The written communication artifact collected in 2016 was a short report contrasted with a business letter as in the past. This assignment does require students to apply critical analysis skills in the writing process not necessarily required when writing a business letter; thus overall ratings on especially content may not be comparable to past years.

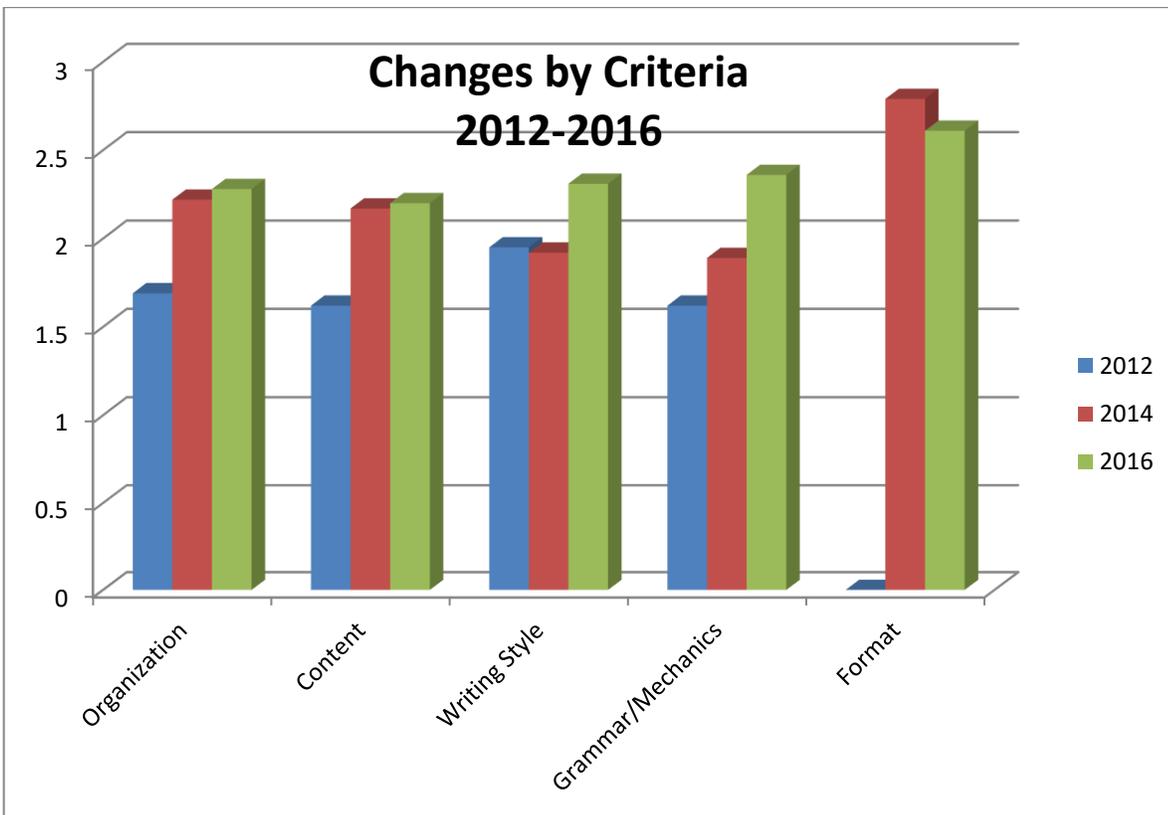
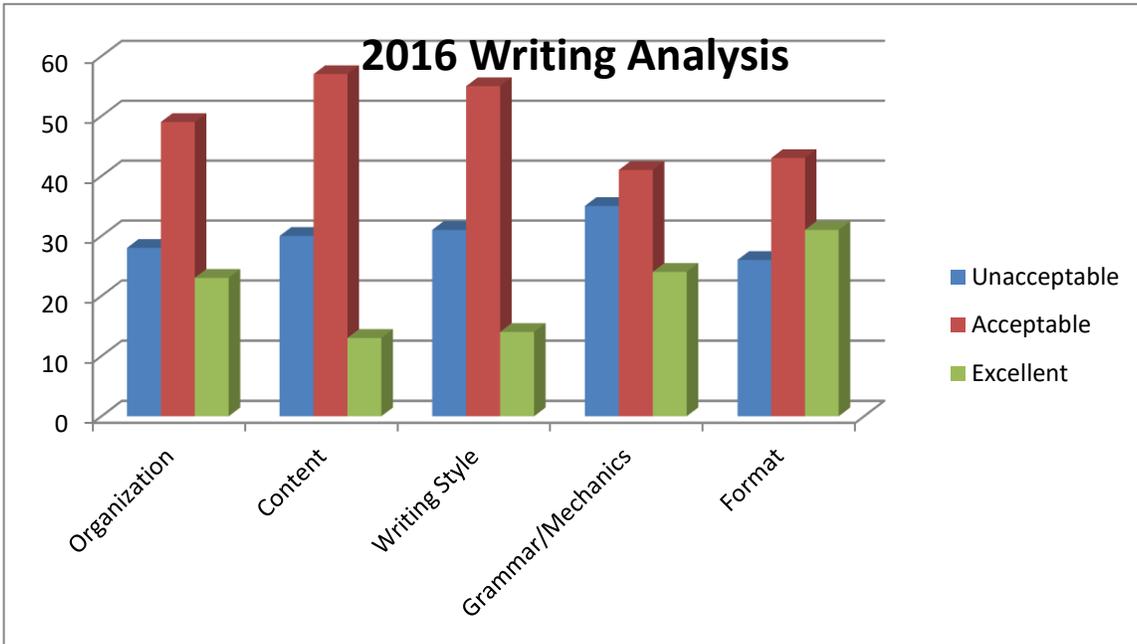
The use of a Report Writing Metric has been integrated into BINS 3380.

This assessment cycle provides more detailed feedback on writing skills in a different writing context. Based on these findings, plans for improving writing and critical analysis skills in the core can be developed.

Evaluation (face-to-face and online combined):

Criteria	Unacceptable (0-1 pt.)	Acceptable (2-3 pts.)	Excellent (4-5 pts.)
Organization	Incorrect approach used; with ineffective introduction, body, and/or closing; lack of effective captions and/or transitions between sections.	Correct approach used, with logical flow and acceptable captions and/or transitions between sections.	Clear and logical sequence; effective introduction, body, and closing, considering direct vs indirect approach. Effective use of captions and/or transitions between sections.
Results F2012	17/39=44%	17/39=44%	5/39=13%
F2014	4/36=11%	20/36=56%	12/36=33%
F2015/S2016	6/33=18%	16/33=49%	11/33=33%
F2016	17/61=28%	30/61=49%	14/61=23%

Content	Inadequately addressed the topic with major deficiencies in depth of information and quality of analysis.	Adequately addressed the topic with some deficiencies in depth of information and quality of analysis.	Addressed all relevant aspects of the topic with a clear, concise, and accurate presentation of information with appropriate analysis.
Results F2012 F2014 F2015/S2016 F2016	19/39=49% 4/36=11% 4/33=12% 18/61=30%	16/39=41% 22/36=61% 18/33=55% 35/61=57%	4/39=10% 10/36=28% 11/33=33% 8/61=13%
Writing Style	Used ineffective writing style, with many uses of negative and offensive word choice, confusing and inappropriate expressions; violated you viewpoint; weak sentence and paragraph structure.	Used clear writing style with a few uses of negative, offensive language, clichés, jargon; violated you viewpoint. Acceptable paragraph and sentence structure.	Used clear writing style adapted to the audience (you viewpoint); positive, non-offensive language; avoided clichés, jargon. Strong sentence and paragraph structure (active versus passive voice, variety of structures).
Results F2012 F2014 F2015/S2016 F2016	4/22=18% 8/36=22% 6/33=18% 19/62=31%	15/22=68% 23/36=64% 15/33=46% 34/62=55%	3/22=14% 5/36=14% 12/33=36% 9/62=14%
Grammar and Mechanics	Frequent errors in use of Standard English, including punctuation and spelling, grammar, and sentence structure.	Generally acceptable application of rules of Standard English, with limited errors in punctuation, grammar, and sentence structure. No errors in spelling	No errors applying rules of Standard English, with no spelling errors.
Results F2012 F2014 F2015/S2016 F2016	18/39=46% 8/36=22% 8/33=24% 21/59=35%	18/39=46% 24/36=67% 12/33=36% 24/59=41%	3/39=8% 4/36=11% 13/33=40% 14/59=24%
Format	Unprofessional design and appearance.	Professionally designed, with reasonable appearance.	Professionally designed, balance appearance.
Results F2012 F2014 F2015/S2016 F2016	n/a 4/33=12% 16/62=26%	n/a 26/36=72% 14/33=42% 27/62=43%	n/a 10/36=28% 15/33=46% 19/62=31%



Findings:

The 2016 overall averages for each criteria except Format increased over 2014, with largest % increase for Writing Style (16.9% increase) and Grammar/Mechanics (19.9% increase).

Criteria Averages:

Organization	2.28
Content	2.20
Writing Style	2.31
Grammar/Mechanics	2.36
Format	2.61

The Goal of >= 75% achieving acceptable/excellent, which was met in 2014 was not met on any criteria in 2016. An increase was experienced in the number of students scoring Unacceptable.

Analysis of face-to-face versus online performance reveals: difference in average for criteria 4 (Grammar and Mechanics), which could be the result of international students in face-to-face classes.

F2F/Online	#1	#2	#3	#4	#5
%Unacceptable	29/26	32/26	39/16	45/19	19/38
% Acceptable	42/61	55/61	45/71	39/43	39/50
% Excellent	29/13	13/13	16/13	16/38	42/12
Average	2.29/2.26	2.21/2.17	2.18/2.50	1.71/2.76	2.95/2.08

Summary Comments by Reviewers:

- Most students understood the issue before them and performed the task well.
- Some had a strong grasp of the business solution.
- A large disparity was observed in applying key decision factors (possibly attributable to varying degree of completion of business core).
- Writing proficiency varied.
- Some students were unable to following basic instructions, such as formatting.

Recommendations:

- Identify where in subsequent courses students are taught critical analysis skill and assure they can integrate specific conclusions/clear justifications for recommended actions.
- Evaluate writing skill in MGMT 4380.
 - At the time of the writing assignment, a business communication instructor should review business report writing techniques with the students using the Writing Effective Reports metric.

Note: Writing instruction in BINS 3380 provides foundations skill building to be further developed in the business core and majors. The scores should not be viewed as a measure of program exit skills.

Delivery	Presentation appears unrehearsed, with limited enthusiasm/confidence upon script. Distracting use of non-words; speaking style lacks variation in pitch and speed and exhibits poor enunciation. Excessive grammatical errors. No audience engagement and weak and inaccurate responses to audience.	Proficient presentation, with few grammatical errors. Occasional use of non-words (uh, ok, ums) and limited variation in pitch and speed. Dependence upon notes. Transitions between sections clear. Limited audience engagement, with acceptable responses to questions.	Grammatically correct language used with enthusiasm and confidence. Effective speaking style, including clear enunciation, varied pitch and speed, and use of effective pauses. Transitions between sections very clear. Speaks directly to audience for a minute or more without reliance on script. Effectively engages audience and responds to questions accurately and effectively.
Results F2013 F2015	1/20=5% 7/60=12%	16/20=80% 38/60=63%	3/20=15% 15/60=25%
Appearance and Physical Actions	Distracting physical movements, such as excessive gestures, poor posture, and minimal or no eye contact. Unprofessional attire.	Eye contact, gestures, and physical movements sometimes distracting. Physical appearance generally appropriate for audience.	Eye contact, gestures, and physical movements effectively incorporated into the delivery. Appropriate professional attire, with overall credible demeanor.
Results F2013 F2015	1/20=5% 6/60=10%	15/20=75% 39/60=65%	4/20=20% 15/60=25%
Media Support	Media design poor and not used effectively to integrate parts of presentation; visuals unclear and unreadable, with many grammatical and spelling errors. Technical problems without evidence of an alternative plan.	Media design acceptable yet media does not effectively supplement oral content; visuals difficult to read, having cluttered slides, poor coloration, and/or minimal contrast. Free of spelling errors and having no more than two grammatical errors. Limited technical problems, including annoying sound.	Media professional designed and integrated appropriately to supplement and reinforce presentation. Clear, readable, and free of all grammatical and spelling errors. Technical problems nonexistent.
Results F2013 F2015	3/20=15% 2/60=3%	7/20=35% 30/60=50%	10/20=50% 28/60=47%

The average rating for each criterion was as follows:

2013/2015

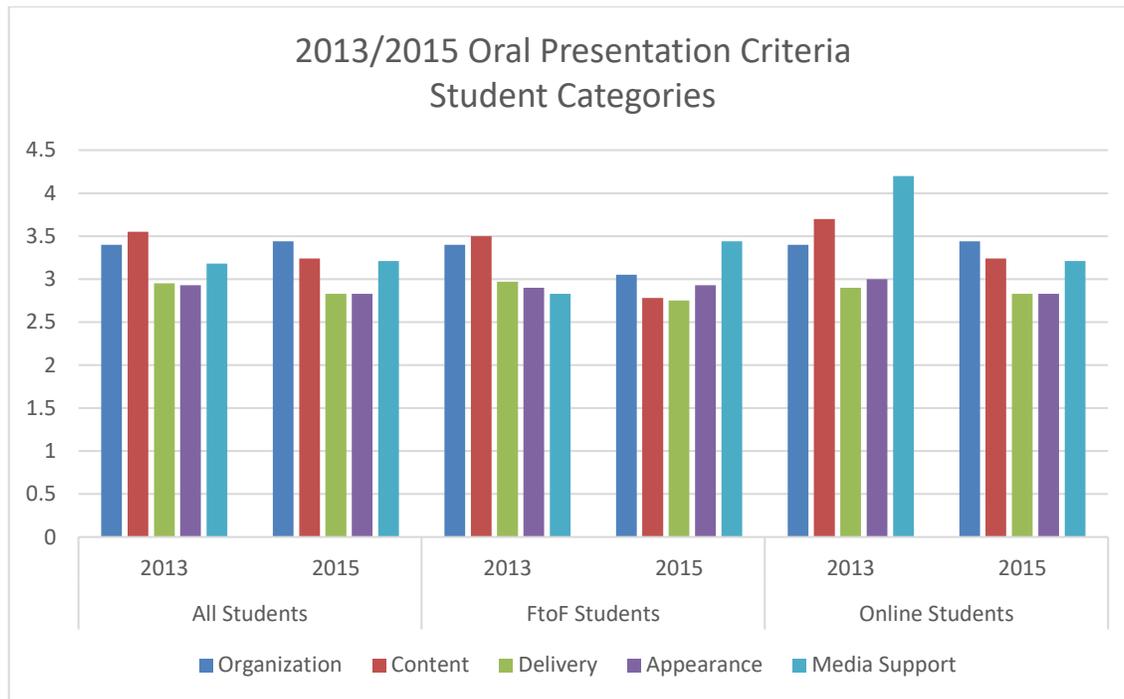
All students

FtoF

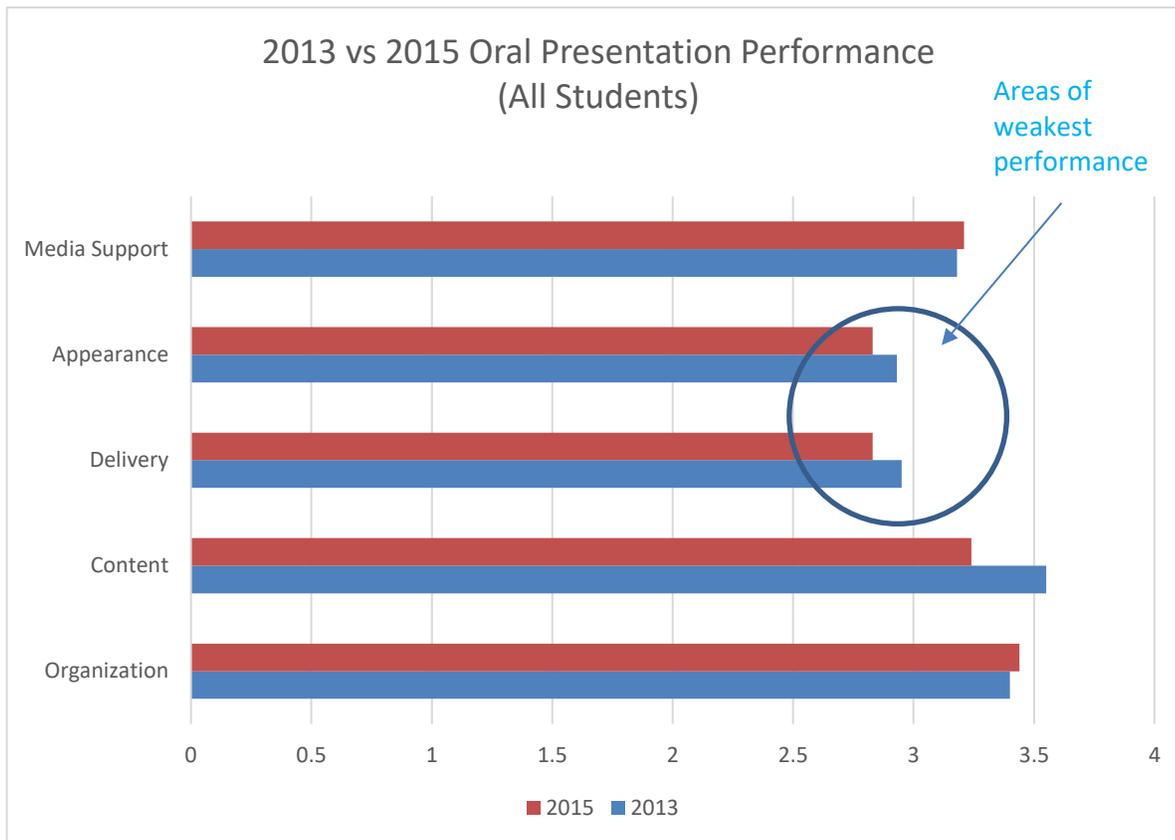
Online

#1 Organization	3.40/3.44	3.40/3.05	3.40/3.44
#2 Content	3.55/3.24	3.50/2.78	3.70/3.24
#3 Delivery	2.95/2.83	2.97/2.75	2.90/2.83
#4 Appearance	2.93/2.83	2.90/2.93	3.00/2.83
#5 Media Support	3.18/3.21	2.83/3.44	4.20/3.21

The overall weighted average and each criterion rating met standard of a rating of Acceptable or Exemplary scores for 80% or more of students. Separate analysis of on-campus students and online students revealed minimal variation in scores.



As the following chart indicates, the areas of greatest weakness are the criteria Appearance and Delivery. 2013 assessment indicated lowest scores in Media Support; increased emphasis in this area and use of the “Making Effective Presentations” metric has result in increased course emphasis on Organization, Content, and Media Support.



Goal of $\geq 75\%$ achieving acceptable/exemplary met.

2015 Interpretation:

- Identified Strengths
 - Content of presentations and structure well organized.
 - Speaking partners transitioned well among themselves.
- Identified Weaknesses
 - Speakers relied heavily on notes/scripts.
 - Transitions sounded very stiff/non-conversational.

Recommendations:

- Suggestions for BINS 3380
 - Allow students to use notes; deduct points for lack of eye contact (disagreement among faculty regarding use of notes).
 - Emphasize developing professional gestures.
 - Teach speaking partners must pay attention, display active listening, and mask emotions.
 - Offer examples of professional speeches early in the development process.
 - Promote professional attire.
- Suggestions for College
 - Invite other faculty to attend class presentations.
 - Mentor students through interaction with business professionals.

- Use peer evaluations as an assessment tool.
- Add a Career Catalyst Badge specifically for presentations.
- Add speaking component to MGMT 4380.
- Identify two courses where students can receive constructive feedback on presentations.
- Use “Making Effective Presentations” metric (including the presentations rubric) in all classes.
- Develop a guide for faculty to direct consistent, constructive presentation feedback.

APPENDIX B.3
Learning Outcome 3.1: Ethics

Date: Fall 2016
 Course: BINS 3305
 Students: 30 of 64 (face-to-face) and 15 of 30 (online) assessed

A case study relating to “software piracy” was used to assess ethical analysis in BINS 3305. A sample of 45 cases submitted from all sections (face-to-face and online) was evaluated. Since the last evaluation of ethics, use of an Ethics Metric has been integrated in the core and was used in teaching ethics in this course.

Criterion	Unacceptable (0-1 pts.)	Acceptable (2-3 pts.)	Exemplary (4-5 pts.)
Identifies Dilemma Results F2014 F2016	Has a vague idea of what the dilemma is and is uncertain what must be decided 2/36=6% 3/45=7%	Identifies the dilemma, including pertinent facts, and ascertains what must be decided 12/36=33% 16/45=35%	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided 22/36=61% 26/45=58%
Identifies Stakeholders and How Dilemma Impacts Them Results F2014 F2016	Is unsure which stakeholders are involved and/or impacted 5/36=14% 4/45=9%	Identifies some stakeholders and how they are involved in and/or impacted by the dilemma 15/36=42% 28/45=62%	Identifies most stakeholders and explains in detail how they are involved in and/or impacted by the dilemma 16/36=44% 13/45=29%
Analyzes Alternatives and Consequences Based on an Ethical Rule or Model Results F2014 F2016	Begins to appraise the relevant facts and assumptions and identifies some alternatives. 7/36=19% 1/45=2%	Clarifies at least two alternatives and predicts their associated consequences 20/36=56% 32/45=71%	Clarifies alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders, possibly bringing in outside experiences/knowledge to bear on the problem. 9/36=25% 12/45=27%

Chooses an Action	Has difficulty identifying an appropriate course of action from among alternatives	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action
Results F2014 F2016	4/36=11% 5/45=11%	14/36=39% 26/45=58%	18/36=50% 14/45=31%

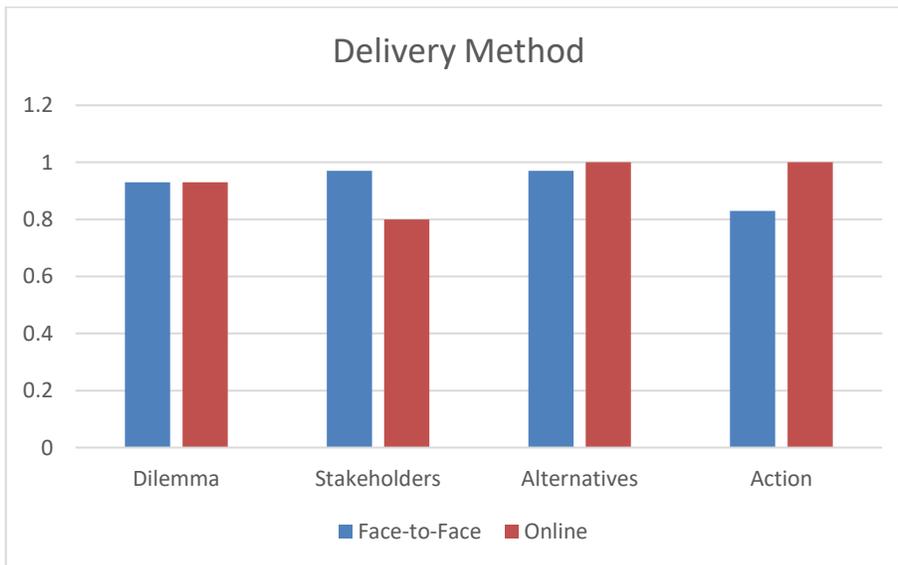
The goal

of >= 75% of students achieving acceptable/exemplary was met.

A comparative analysis of face-to-face versus online students:

% Achieving Exemplary or Acceptable

	Criteria			
	1	2	3	4
Face-to-Face	93%	97%	97%	83%
Online	93%	80%	100%	100%



Reaction to Results:

- Strengths
 - Framework was effectively applied to the ethical analysis.
 - Students have a basic understanding of how to apply the ethics decision-making model.

- Weaknesses
 - Students have a limited view of the “stakeholders.” Most students focused on the internal stakeholders (e.g., employees) but not on the external stakeholders (e.g., impact on the customers or shareholders).
 - Students did not appear strong in stakeholder analysis.
 - Students did not always provide strong support as to why they selected the decision.
 - Some students tried to avoid making the either/or decision but to add “what ifs,” such as other budget cuts.
- Recommendations to curriculum
 - Focus more heavily on stakeholder analysis.
 - Provide additional coverage of the ethics decision rules in the curriculum.
 - Assure the Ethical Decision Making metric throughout the curriculum.
 - Challenge students with an ethical dilemma within each major.
- Process change
 - Consider additional ethics rules when assessing this competency.

APPENDIX B.4

Learning Outcome 4.1 and 4.2: Data Analytics Tools and Techniques

Date: Fall 2016

Course: BINS 3352

Students: All students enrolled in BINS 3352 (n = 85 students)

Two measures of analytics skills were used to evaluate skills in using data analytics tools and techniques: (1) objective questions on final exam designed to measure knowledge of logic-based tools and (2) an Excel assignment on final exam designed to evaluate skills in using analytics tools.

Knowledge of Logic-Based Data Analysis Tools

The following table documents student performance on the objective questions, divided into three categories of skill, for face-to-face and online students. The number of exam questions for criteria: 9 questions for criteria 1, 3 each for criteria 2 and 3.

Criteria	Average Score	Achieving 60% or More Correct
The student is able to retrieve data using formulas and logic-based functions	F2F: 77 OL: 80 All: 78	F2F: 80% OL: 90% All: 84%
The student is able to manipulate data using sorting/filtering techniques and PivotTables	F2F: 82 OL: 67 All: 77	F2F: 94% OL: 87% All: 92%
The student is able to apply what-if analysis using tools such as data tables, solver, and scenario manager	F2F: 79 OL: 84 All: 81	F2F: 82% OL: 94% All: 86%

Use of Analytics Tools

The following table documents student performance on the problem-based exam, divided into four types of analytics activities. The point values on the assigned problem are as follows for each criteria: criteria 1, 61 pts., criteria 2, 1 pts.; criteria 3, 6 pts.; and criteria 4, 21 pts.

Criteria	Average Score	Achieving 75% or More Correct
The student is able to manipulate Tables (formatting, sorting, summarizing) to match data to problem scenario F2016	89%	92%
The student is able to modify Tables (data conversion, inserting subtotals, other options as appropriate) F2016	93%	86%
The student is able to create PivotTable (designing, formatting, modifying) to provide summary data and identify relationships among data entities F2016	84%	74%
The student is able to modify PivotTables (adding filter, Slicer, PivotChart) F2016	97%	95%

Face-to-Face vs Online Performance: Comparable

Criteria	F2F	Online
#1	91%	87%
#2	94%	92%
#3	82%	87%
#4	97%	97%

Results:

Combined scores indicate performance metrics were met: 60% metric for Logic-Based Evaluation exam was met; 75% or greater was achieved on each criteria on the Analytics Tool problem, with exception of 74% on criteria 3. The scores validate current content in the redeveloped BINS 3352, which heavily focuses on development of logic in decision making and use of logic-based analytics tools.

(On future testing, questions in categories 2 and 3 of Logic-Based Tools exam will be evaluated for clarity in addition to adding more questions to these sections.)