

## EXPLANATION OF COURSE LEVEL ASSESSMENT EFFORTS

Course level assessment is concerned with the measurement of learning achieved by students in each course: What knowledge was learned? What skills were developed or improved? What attitudes were changed? The individual faculty member is responsible for ensuring a high level of quality teaching in each course, and that a common body of learning outcomes is achieved. The COB faculty member must establish clear and rational course learning outcomes that are supported by the course content and learning materials, and utilize effective course assessment tools that relate to and measure the course learning outcomes. Beyond the faculty's own professionalism, the COB must follow learning outcomes mandates of the *Higher Learning Commission* (the university's accreditation body), the New Mexico Collegiate Business Articulation Consortium, the *ACBSP*, or the state government of New Mexico.

### **Establishment of Course Level Assessment**

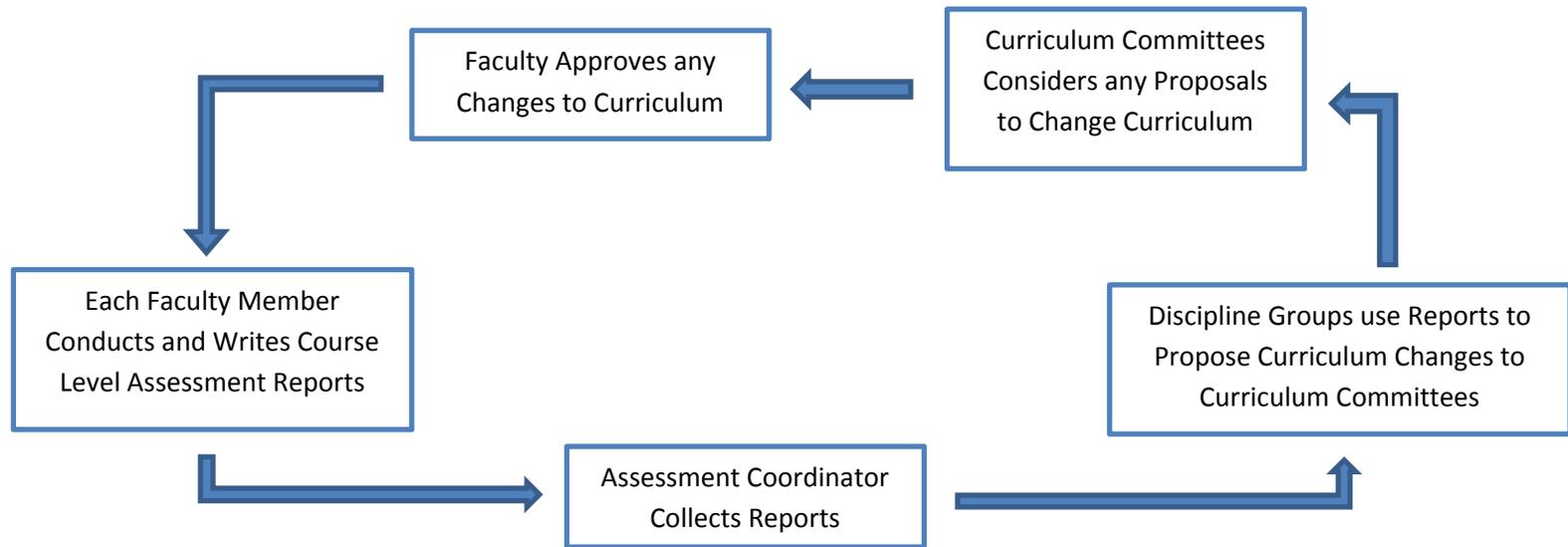
All BBA and MBA courses contribute greatly to the success of our graduating students; therefore, each faculty member must take an active role in monitoring the quality of learning. The faculty member explains how their student performance is evaluated for each course learning outcome in each course. Faculty members use the form in Appendix A (COB Course Level Assessment Report) to report their assessment results and actions. In addition, the faculty member should discuss their grade distribution results for each course. Other mechanisms that help the faculty to improve their classroom performance are the: (a) use of the ENMU student teaching evaluation; (b) use of peer observations reports; and (c) writing of an "reflective essay" on teaching performance for the faculty evaluation process.

### **Closing the Loop in Course Level Assessment**

Each faculty member will provide a report on what they learned from their course level assessment procedure and how they implemented changes in their instruction to improvement their classroom performance. The report, with or without supporting data analysis, will be submitted as part of either the faculty member's FEC Review File (for tenure-track faculty and resource faculty) or the faculty member's APE document (for tenured faculty).

As demonstrated in Figure 2 below, the COB faculty will meet with their discipline colleagues (e.g. management, marketing, etc.) and examine the data findings provided by the Academic Assessment Report to consider changes to program curriculum. The discipline groups will make recommendations to either the Undergraduate or Graduate committees who will then make recommendations on all curriculum change proposals to the COB faculty as per university policies and schedule practices.

**Figure 2: Closing the Loop in Course Level Assessment**



**SUMMARY OF COURSE LEVEL ASSESSMENT EFFORTS**

In the spring of 2013, the COB faculty undertook a pilot study by conducting a limited amount of course level assessment reporting. Faculty agreed to write a report for the BBA Foundational and Core courses. Included in this report in Appendix I are copies of only seven reports that were provided to the Assessment Coordinator. The seven courses were: ACCT 201; ACCT 202; ACCT 306; BUS 310; IS 151; MGT 313; and MKT 201.

Starting with this academic year, all COB faculty members will be required to write and submit a Course Level Assessment Report for all courses they teach during the fall and spring semesters. At a meeting in August 2013, the COB faculty members were provided with instructions and guidance on how to go about conducting a course level assessment. The recommended steps of course level assessment are:

- Step 1 - design your courses; create course learning outcomes; and align your course learning outcomes with articulation outcomes (if applicable);
- Step 2 - set performance measures (i.e. course assessment tools); and align each with course learning outcomes;
- Step 3 - implement your course;
- Step 4 - analyze your performance measures (i.e. course assessment tools);
- Step 5 - decide on necessary improvements in your course design; and implement in the following year;
- Step 6 - write reports using form;
- Step 7 - submit forms with your FEC file or your APE report; and submit copy of forms to the assessment coordinator
- Step 8 - work with your discipline members to make recommendations to the curriculum committee each spring semester

**APPENDIX: PILOT COURSE ASSESSMENT REPORTS FROM 2012-2013**

Course	ACCT201_001 & WW	Semesters	Spring 2013	Instructor	Konni Wallace
<b>Course Catalog Description</b>	Introduction to Financial Accounting (NMCCNS ACCT2113) - Fundamental accounting principles and concepts, procedures in data accumulation, presentation, and preparation of financial statements, types of business entities and financing business entities.				
<b>Instructor's Required Reading</b>	<b>Financial Accounting: Tools for Business Decision Making</b> , 6 <sup>th</sup> edition by Kimmel, Weygandt and Kieso.				
<b>List of Topic Areas Covered</b>	Accounting principles and concepts (GAAP), preparation of financial statements, the accounting cycle including posting and trial balance, the accrual accounting concept, journalizing and account components, inventory and depreciation cost allocation methods, internal control, and bank reconciliations.				

<u>State Learning Competencies</u>  (If Applicable)	<u>Learning Outcomes or Competencies</u>  (Learning Outcomes Being Measured)	<u>Learning Assessment Tools</u>  (Exams, Assignments, etc.)	<u>Assessment Results</u>  (Summary)	<u>Closing the Loop</u>  Recommendations/Goals/  Priorities
To show substantial progression towards mastering the objectives of the course, as defined by the course	Demonstrate an understanding and application of: accounting principles, the accounting cycle and components, journal preparation and posting, financial statement structure	Pre-/PostTests made of test bank questions (34), related to course objectives, given to students electronically.  The tests were timed and a	<ul style="list-style-type: none"> <li>• Beginning average score 43%</li> <li>• Ending average score 74%</li> <li>• Average improvement</li> </ul>	<p>There were several problems with data analysis.</p> <ol style="list-style-type: none"> <li>1. Participation was an issue.</li> <li>2. The test was not mapped directly to individual</li> </ol>

<p>goals and objectives.</p>	<p>and preparation, accrual accounting, internal controls, bank reconciliations, and cost allocation methodologies.</p> <p><b>Expected results to include an ending average score of 75% or more.</b></p>	<p>nominal amount of bonus points were provided for participating.</p>	<p>for the semester 28%</p> <p>Students were 1% short of meeting the average expected ending result of 75% proficiency.</p>	<p>outcomes.</p> <p>3. There is no historical data for comparison purposes.</p> <p>To more accurately map and correlate the questions to specific learning outcomes in order to have better data to analyze and review.</p>
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Course	ACCT202	Semesters	Spring	Instructor	Debra Stone
<b>Course Catalog Description</b>	An introductory course concerned with the use of financial and related information by managers and other persons inside specific organizations to make strategic, organizational and operational decisions.				
<b>Instructor's Required Reading</b>	<p>Mowen, M., Hansen, D., &amp; Heitger, D. (2012). <i>Cornerstones of managerial accounting</i>. Mason: Cengage Learning- ISBN- <b>9780495963202</b></p> <p>The textbook comes with access to the online homework feature of the book and a writing tool. Please make sure if you order the text from anywhere else but the bookstore, you have access to both. Please consult the bookstore website for information on the book. You will not be able to complete the course without both the online homework feature and the writing tool feature. No exceptions.</p> <p>Practice Set- Wiley- Campus Bicycle Shop- Weygandt- ISBN- 9780470887899</p>				
<b>List of Topic Areas Covered</b>	<p><b>Chapter One</b>  <b>Introduction to Managerial accounting-</b> understand the meaning of managerial accounting, compare and contrast financial and managerial accounting, understand the current focus in managerial accounting, know the role of the managerial accountant, and understand various certifications for managerial accounting.</p> <p><b>Chapter Two</b>  <b>Basic Managerial Accounting Concepts-</b> Understand the meaning and uses of cost, know about product and service costs and understand how to prepare relevant managerial accounting income statements.</p> <p><b>Chapter Three</b>  <b>Cost Behavior-</b> Understand the basics of cost behavior, understand mixed and step costing, and know how to separate mixed costs into fixed and variable costs.</p> <p><b>Chapter Four</b>  <b>Cost Volume-Profit Analysis: A Managerial Planning Tool-</b> Understand break-even point in units and sales dollars, calculate target income, demonstrate graphs of cost-volume profit and various relationships, analyze cost data for multiple products, and understand the risks using cost-volume profit and various alternatives.</p> <p><b>Chapter Five</b>  <b>Job Order Costing-</b> Understand the characteristics of the job-order environment, understand normal costing and overhead applications, know how to keep track of job costs with source documents and show knowledge of the flow of costs through the accounts.</p> <p><b>Chapter Six</b>  <b>Process Costing-</b> Understand the characteristics of process manufacturing, show the understanding of the impact of work-in-process inventories on process costing, understand weighted average costing and show knowledge of how multiple inputs and departments impacts costing.</p> <p><b>Chapter Seven</b>  <b>Activity-Based Costing and Management-</b> Understand the limitations of functional based cost accounting, demonstrate an understanding of activity based costing, understand the uniqueness of activity-based customer costing and activity-based supplier costing and demonstrate an understanding of process-value analysis.</p> <p><b>Chapter Eight</b>  <b>Absorption and Variable Costing and Inventory Management-</b> know how to monitor the performance of profit centers using variable and absorption income statements, demonstrate the use of segmented income statements using variable costing and understand decision making for inventory management.</p> <p><b>Chapter Nine</b>  <b>Profit Planning-</b> understand the major components of budgeting, understand how to prepare the operating budget, understand how to prepare</p>				

	<p>the financial budget, demonstrate an understanding of the use of budgets in performance evaluation.</p> <p><b>Chapter Ten</b>  <b>Standard Costing: A Managerial Control Tool-</b> Understand unit standards, show knowledge of standard product costs, understand variance analysis and its uses and understand variance analysis for materials and direct labor.</p> <p><b>Chapter Eleven</b>  <b>Flexible Budgets and Overhead Analysis-</b> Understanding how to use budgets for performance evaluation, demonstrate understanding of a variable overhead analysis, demonstrate understanding of a fixed overhead analysis, show knowledge and understanding of activity based budgeting.</p> <p><b>Chapter Twelve</b>  <b>Performance Evaluation and Decentralization-</b> Show an understanding of decentralization and responsibility centers, measure the performance of investment centers by using return on investment, measure the performance of investment centers by using residual income and economic value and show an understanding of transfer pricing.</p>
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<u>State Learning Competencies</u> (If Applicable)	<u>Learning Outcomes or Competencies</u> (Learning Outcomes Being Measured)	<u>Learning Assessment Tools</u> (Exams, Assignments, etc.)	<u>Assessment Results</u> (Summary)	<u>Closing the Loop</u> Recommendations/Goals/ Priorities
State of New Mexico Just in process at beginning of 2013 semester now completed.	Analyzed the basic components of the class and came up with both a pre and posttest to address improvement.	Pre and Posttest, Exams, Homework, Projects	Both a Pre and posttest were given. At the time the learning outcomes were not delineated with the specific standards – now are complete	Spend more time emphasizing activity based costing in the current semester.
			Attached is a schedule of scores by student	Provide group activities allowing students to use accounting information to make decisions in the live classroom.
			Next time individual questions will be tracked online	
			The overall jump in percentage score for each student is approximately 18%	
			After reviewing individual tests areas for improved student learning include: activity based costing and accounting analysis for decision making	

<b>Course</b>	ACCT306_001 & WW	<b>Semesters</b>	Spring 2013	<b>Instructor</b>	Konni Wallace
<b>Course Catalog Description</b>	Intermediate Accounting II – Accounting for bonds, corporate capital, earnings per share and statement of cash flows.				
<b>Instructor's Required Reading</b>	<b>Intermediate Accounting</b> , 14 <sup>th</sup> edition by Kieso, Weygandt and Warfield.				
<b>List of Topic Areas Covered</b>	Accounting standards and GAAP as related to liabilities and contingencies, debt and equity instruments, earnings per share calculations and reporting, revenue recognition, income tax accounting, leases, statement of cash flows, and full disclosure requirements.				

<b><u>State Learning Competencies</u></b>  (If Applicable)	<b><u>Learning Outcomes or Competencies</u></b>  (Learning Outcomes Being Measured)	<b><u>Learning Assessment Tools</u></b> (Exams, Assignments, etc.)	<b><u>Assessment Results</u></b> (Summary)	<b><u>Closing the Loop</u></b>  Recommendations/Goals/  Priorities
To show substantial progression towards mastering the objectives of the course, as defined by the course goals and objectives.	Demonstrate an understanding and application of: liabilities and debt instruments, EPS and equity instruments, revenue recognition, income tax and lease accounting, cash flow preparation and disclosure requirements.  <b>Expected results to include an ending average score of 75% or more.</b>	Pre-/PostTests made of test bank questions (30), related to course objectives, given to students electronically.  The tests were timed and a nominal amount of bonus points were provided for participating.	<ul style="list-style-type: none"> <li>Beginning average score 33%</li> <li>Ending average score 63%</li> <li>Average improvement for the semester 31%</li> </ul> <p>Students were 12% short of meeting the average expected ending result of 75% proficiency.</p>	<p>There were several problems with data analysis.</p> <ol style="list-style-type: none"> <li>Participation was an issue.</li> <li>The test was not mapped directly to individual outcomes.</li> <li>There is no historical data for comparison purposes.</li> </ol> <p>Going forward, the questions will be more accurately mapped to specific learning outcomes in order to have better data to analyze and review.</p>

<b>Course</b>	BUS 310 001 & 1WW	<b>Semesters</b>	Spring 2013	<b>Instructor</b>	Patt. Burusnukul
<b>Course Catalog Description</b>	This course focuses on the impact of business on a culturally and economically diverse world as government and the private sector address real-time problems crossing political and geographic boundaries. Students also gain insight on how globalization affects today's businesses based on discussions of various influential factors presented in international business environment. Different areas of business including operation management, marketing, finance, and organizational behavior are examined in an international context.				
<b>Instructor's Required Reading</b>	Peng, M. W. (2013). Global (2nd). Mason, OH: South-Western Cengage Learning				
<b>List of Topic Areas Covered</b>	Globalization, international business environment, culture, international trade, foreign direct investment, foreign exchange, global and regional economic integrations, entrepreneurship and internationalization, foreign market entry, global business strategies, international management of human resources and corporate social responsibility				

<b>State Learning Competencies</b> (If Applicable)	<b>Learning Outcomes or Competencies</b> (Learning Outcomes Being Measured)	<b>Learning Assessment Tools</b> (Exams, Assignments, etc.)	<b>Assessment Results</b> (Summary)	<b>Closing the Loop</b> Recommendations/Goals/ Priorities
	Demonstrate understanding of globalization and how it affects today's businesses and consumers; the multifaceted nature of global business; and factors and issues that drive firm performance around the globe.	Pre-/post-test.  The test comprises of 40 multiple choice questions related to the topics covered and discussed throughout the semester as well as to the course learning outcomes. Pre/post tests were administered to both face-to-face section (pen and paper version) and online section (electronic version) with time limit of one hour. Participation points were given as incentives for students to complete the tests.  Goal: Average score of 70% or higher for post-test was to be achieved.	For both section, the majority of students completed both pre- and post-tests.  For 001 section, post-test score average (M = 23.37, SD = 6.27) was significantly higher than pre-test score average (M = 19.93, SD = 3.88), $t(42.80) = 2.45, p < .05$ . However, post-test score (58.43%) did not meet the desired minimum of 70%.  For 1WW section, post-test score average (M = 25.34, SD = 6.07) was significantly higher than pre-test score average (M = 20.64, SD = 7.25), $t(69) = 2.96, p < .05$ . However, post-test score (63.35%) did not meet the desired minimum of 70%.	Despite significant improvement in student's knowledge of the course, different strategies to enhance student learning have to be implemented. The minimum of 70% average for the post-test is deemed reasonable lower limit that demonstrates learning outcomes being achieved. To meet this goal; a) main ideas and key concepts will be emphasized, b) use statistics from exams to identify topics/areas where students have difficulty and provide additional coverage, and c) revise and align the pre-/post-test questions to the main ideas and key concepts being covered in the course to ensure validity to the assessment tool.
	Conduct research to assess international market business environment and opportunities and analyze firm performance on the various aspects of international business	International Business Case Study.  See project description attached.  Goal: 75% of students receiving at least 80/100 was to be achieved. According to the grading schemes, this determined minimum grade indicates student's ability to conduct research, analyze and synthesize information from various sources, and discuss firm performance in the context of international business.	For 1WW section 96.30% (26/27) received at least 80/100. The goal was met.  For 1WW section 94.12% (32/36) received at least 80/100. The goal was met.	The grading schemes maybe considered subjective as it is based on the instructor's qualitative evaluation. However, the assignment used as assessment tool for the stated learning outcomes was appropriate. Students demonstrated the skills required by providing relevant information and discussing firm performance in the context of international business.

**Faculty Member Completing Assessment: Rayburn Paul Hayes**  
**Class: IS 151 Basic Computer Skills**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Describe basic information technology terminology.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	Overall objective average for final exam= 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz: 91.8 (Sample size 123 students)  <b>Overall objective average : 80%</b>	A significant amount of time is spent on this objective over the course of the semester with a combination of quizzes and exams help students relate to real world issue resulting in achieving over a 70% proficiency rate	Will continue to “re-visit” the objective throughout the semester, using more classroom discussions to reinforce students’ knowledge of the terminology
2. Identify and use components of IT Systems.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	Overall objective average for final exam= 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 91.9% (Sample size 123 students)  <b>Overall objective average: 79%</b>	This objective is stressed throughout the semester and students seem to easily understand the components and its use. Assessments indicate students achieve over a 70% proficiency rate.	Will continue to stress the importance of understanding this objective.
3. Describe and apply concepts of File Management.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	Overall objective average for final exam=66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 76.4% (Sample size 123 students)  <b>Overall objective average:72%</b>	Proper file management is generally a weak skill for students. This is reflected in the chapter quiz results. However, assessments indicate students achieve over a 70% proficiency rate.	Add assignment for student to keep a master file with a semester projects and turn in at the conclusion of the semester for grading. Will continue to engage students in lively discussions and encourage their mastery of the objective.
4. Describe the basic concepts of Information Management.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	Overall objective average for final exam = 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 84.5% (Sample size 123 students)  <b>Overall objectiveaverage:75.6%</b>	Students struggle with these concepts at the beginning of the semester. The combination of quizzes, exams and projects help identify that students integrate all concepts covered in this objective and achieve over a 70% proficiency rate.	Will continue to reinforce the objective throughout the semester, using active classroom discussions that apply to each chapter.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
5. Describe the basic concepts of application and operating system software.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 87.8% (Sample size 123 students)</p> <p><b>Overall objective average: 77.3%</b></p>	<p>Most students have a basic understanding of how to start and work desktop applications when they enter the class. The reinforcement using the quizzes, exams, and projects covered in this objective helped to achieve over a 70% proficiency rate.</p>	<p>As the semester progresses, students constantly are using the OS and applications which help reinforce this objective. The application projects focus on both the OS and application software.</p>
6. Explain important ethical, security, and privacy issues in information systems.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 78.9 (Sample size 123 students)</p> <p><b>Overall objective average: 72.8%</b></p>	<p>This objective is discussed in classroom in every chapter. With Network Social Media being so popular, ethical conduct is reinforced during all classroom discussions. Antivirus software and firewalls are discussed during the chapter and how to keep the computer secure.</p>	<p>Since ethical behavior is such an important topic today, adding an exercise on computer ethics would help reinforce this objective.</p>
7. Create and edit documents using word processing.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Tutorial projects</li> <li>• Capstone Project</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% (Sample size 123 students) Overall objective average for all Word tutorial cases = 74.8% Capstone objective average = 83.7% Word Exam objective average = 82.1% (Sample size 123 students on all)</p> <p><b>Overall objective average: 76.8%</b></p>	<p>We spend five weeks on word processing and related objectives which serve to reinforce the skills needed to be successful at this objective. The results of the assessment indicate students have achieved at rate in excess of 70%.</p>	<p>One of my priorities is to have a higher than 75% success rate on the Capstone project we do at the very end of Word. Students achieved a success rate of 83.7%. Another priority is having at least a 75% success rate on the Word Exam. Students achieved a success rate of 82.1%.</p>
8. Create and use spreadsheets.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Tutorial projects</li> <li>• Capstone Project</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% Overall objective average for all Excel tutorial cases = 68% Capstone objective average = 63.3% Excel Exam objective average = 67.4% (Sample size 123 students on all)</p> <p><b>Overall objective average: 66.4%</b></p>	<p>Excel is the most difficult of the applications for students to understand. Most students are freshman and have poor math and work habits. I will add chapter tutorials to help focus on the skills of this objective. The overall objective was less than 70%</p>	<p>With the overall objective of this competency being below 70%, it is clear we need to look at what can be done to improve results. The low results were due primarily to students just not turning their work in. By adding additional assignments, we may be adding to the problem.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
9. Creating and editing a simple presentation.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Tutorial projects</li> <li>• Capstone Project</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7%</p> <p>Overall objective average for all PowerPoint tutorial cases = 70%</p> <p>Capstone objective average = 70%</p> <p>PowerPoint Exam objective average = 73.3%</p> <p>(Sample size 123 students on all)</p> <p><b>Overall objective average: 70%</b></p>	<p>The issue toward the end of the semester is keeping the students coming to class and doing their work. Even though the overall objective was 70%, the structure and activities of the class need looking at to see if we can encourage better participation.</p>	<p>Create an interesting class project where students make team presentations on the activity to help promote better interest in participating in class activities.</p>
10. Integrate word processing, spreadsheets, and graphics skills.	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	<p>Overall objective average for final exam = 66.7%</p>	<p>With the overall objective being 70% success rate, better class participate needs addressing. I'm not sure adding assignments will help improve scores and may only add to the problem. Making sure any student who stops doing work is sent to Early Alert will help.</p>	<p>Main goal in this class is have 70% of the students be successful.</p>

<b>Course</b>	MGT 313 Management & Organizational Behavior	<b>Semester</b>	Fall 2012	<b>Instructor</b>	John Luhman
<b>Course Catalog Description</b>	Management and Organizational Behavior is designed to help you understand the basic ideas behind managing individuals and groups, and to investigate the behavior of individuals and groups in the workplace. In this course you will focus on topics such as management theory, social structure, culture, communication, learning theory, perception, motivation, leadership, and group dynamics.				
<b>Instructor's Required Reading</b>	<i>Behavior in Organizations: An Experiential Approach (9<sup>th</sup> edition)</i> by A. B. Shani, D. Chandler, J. F. Coget & J. B. Lau, Irwin McGraw-Hill, 2009, (ISBN 9780073404936).				
<b>List of Topic Areas Covered</b>	Introduction to Management; Management Thinkers; Introduction to Organizational Behavior; Expectations & Learning Styles; Learning-in-Action; Human Behavior; Jung Typology; Motivation; Perception; Communication; Leadership; Team Effectiveness & Group Dynamics; Structure & Control; Work Design; Organizational Culture; Production & Operation Management; Strategic Management; Career Development.				
<b>Instructor's Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>LO #1:</b> Explain major developments in the history of management thought.</li> <li>• <b>LO #2:</b> Summarize the theories and concepts of organizational behavior such as the functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.</li> <li>• <b>LO #3:</b> Describe the basic managerial process including the key skills necessary for managers to perform their roles.</li> <li>• <b>LO #4:</b> Demonstrate an understanding of the components of strategy formulation and implementation and managerial decision making.</li> <li>• <b>LO #5:</b> Comprehend how individual, group and organizational processes influence the effectiveness of organizations.</li> <li>• <b>LO #6:</b> Understand how your own personality will affect your ability to manage and lead people in the workplace.</li> </ul>				
<b>Instructor's Assessment Tools</b>	<ul style="list-style-type: none"> <li>• <b>In-Class Participation Assignments:</b> Students earn points for participation with in-class exercises where they are required to significantly sharing their thoughts and making meaningful contributions to class learning.</li> <li>• <b>Homework Assignments:</b> Students are required to complete homework in which they reflect on, or apply, theories, concepts, processes, or skills.</li> <li>• <b>Chapter Quizzes:</b> Students take four online (via Blackboard) Chapter Quizzes related specifically to the material in the textbook. Each quiz is on three chapters and has multiple choice questions while students have three chances to take each quiz with your best score recorded.</li> <li>• <b>Comprehensive Final Examination:</b> Students are required to take a closed book Comprehensive Final Examination on the factual and theoretical knowledge contained in all the readings, lectures, and discussions. The Final Exam will be in class and will be closed book.</li> <li>• <b>Team Research Paper:</b> As a member of a team, students are required to conduct a research project that will apply contemporary organizational behavior theory and research to the analysis of a real organizational problem. They are to deliver three items: (1) a Problem Statement; (2) an Annotated Bibliography; and (3) a complete Research Paper.</li> <li>• <b>Team Research Project Presentation:</b> Students are also required to present their team research project to the class. The in-class presentation should be no less than 10 minutes and no more than 15 minutes long, and must incorporate electronic presentation slides.</li> </ul>				

Learning Assessment Tools			
Learning Outcomes	Retention & Comprehension (measuring retention and/or comprehension of learning)	Analysis & Reflection (measuring analytical and/or reflective capabilities of learning)	Direct Application (measuring direct application of learning)
<b>Affective Learning</b> (fostering attitudes, feelings or preferences) <ul style="list-style-type: none"> <li>• LO #3</li> <li>• LO #5</li> <li>• LO #6</li> </ul>		In-Class Participation Assignments Homework Assignments	Research Presentation
<b>Behavioral Learning</b> (developing skills in procedures, methods or techniques) <ul style="list-style-type: none"> <li>• LO #4</li> <li>• LO #5</li> </ul>	Research Paper	In-Class Participation Assignments Homework Assignments	Research Paper Research Presentation
<b>Cognitive Learning</b> (acquiring information, concepts or theories) <ul style="list-style-type: none"> <li>• LO #1</li> <li>• LO #2</li> <li>• LO #3</li> <li>• LO #4</li> </ul>	Quizzes Final Exam	Final Exam Homework Assignments	In-Class Participation Assignments Homework Assignments

Normal Distribution			Letter Grades	Grade Points
Std. Dev.	% of Cases	Grouped %		
+4	0.13%	16%	A+	100
+3	2.14%		B+	88
+2	13.59%		B	87.5
+1	34.15%	68%	C	75
0	Mean		D	62.5
-1	34.15%		D-	62
-2	13.59%	16%	F	0
-3	2.14%			
-4	0.13%			

Fall 2012 - Item Averages					
Number of students in Fall 2012 = 43					
In-Class Participation	Homework Assignments	Chapter Quizzes	Final Exam	Paper	Presentation
72%	75%	77%	72%	79%	84%

Normal Distribution			Letter Grades	Grade Points
Std. Dev.	% of Cases	Grouped %		
+4	0.13%	16%	A+	100
+3	2.14%		B+	88
+2	13.59%		B	87.5
+1	34.15%	68%	C	75
0	Mean		D	62.5
-1	34.15%		D-	62
-2	13.59%	16%	F	0
-3	2.14%			
-4	0.13%			

Fall 2012 - Item Distributions					
Number of students in Fall 2012 = 43					
In-Class Participation	Homework Assignments	Chapter Quizzes	Final Exam	Paper	Presentation
16%	35%	30%	16%	35%	67%
61%	42%	56%	65%	60%	28%
23%	23%	14%	19%	5%	5%

<b>Course</b>	MGT 313 Management & Organizational Behavior	<b>Semester</b>	Spring 2013	<b>Instructor</b>	John Luhman
<b>Course Catalog Description</b>	Management and Organizational Behavior is designed to help you understand the basic ideas behind managing individuals and groups, and to investigate the behavior of individuals and groups in the workplace. In this course you will focus on topics such as management theory, social structure, culture, communication, learning theory, perception, motivation, leadership, and group dynamics.				
<b>Instructor's Required Reading</b>	<i>Behavior in Organizations: An Experiential Approach (9<sup>th</sup> edition)</i> by A. B. Shani, D. Chandler, J. F. Coget & J. B. Lau, Irwin McGraw-Hill, 2009, (ISBN 9780073404936).				
<b>List of Topic Areas Covered</b>	Introduction to Management; Management Thinkers; Introduction to Organizational Behavior; Expectations & Learning Styles; Learning-in-Action; Human Behavior; Jung Typology; Motivation; Perception; Communication; Leadership; Team Effectiveness & Group Dynamics; Structure & Control; Work Design; Organizational Culture; Production & Operation Management; Strategic Management; Career Development.				
<b>Instructor's Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>LO #1:</b> Explain major developments in the history of management thought.</li> <li>• <b>LO #2:</b> Summarize the theories and concepts of organizational behavior such as the functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.</li> <li>• <b>LO #3:</b> Describe the basic managerial process including the key skills necessary for managers to perform their roles.</li> <li>• <b>LO #4:</b> Demonstrate an understanding of the components of strategy formulation and implementation and managerial decision making.</li> <li>• <b>LO #5:</b> Comprehend how individual, group and organizational processes influence the effectiveness of organizations.</li> <li>• <b>LO #6:</b> Understand how your own personality will affect your ability to manage and lead people in the workplace.</li> </ul>				
<b>Instructor's Assessment Tools</b>	<ul style="list-style-type: none"> <li>• <b>In-Class Participation Assignments:</b> Students earn points for participation with in-class exercises where they are required to significantly sharing their thoughts and making meaningful contributions to class learning.</li> <li>• <b>Homework Assignments:</b> Students are required to complete homework in which they reflect on, or apply, theories, concepts, processes, or skills.</li> <li>• <b>Chapter Quizzes:</b> Students take four online (via Blackboard) Chapter Quizzes related specifically to the material in the textbook. Each quiz is on three chapters and has multiple choice questions while students have three chances to take each quiz with your best score recorded.</li> <li>• <b>Comprehensive Final Examination:</b> Students are required to take a closed book Comprehensive Final Examination on the factual and theoretical knowledge contained in all the readings, lectures, and discussions. The Final Exam will be in class and will be closed book.</li> <li>• <b>Team Debate Project:</b> As a member of a team, students are required to conduct a debate. With their team members, find an issue in <i>organizational behavior</i> that has a debate to be resolved, provide an outline of your debate, and then will conduct the debate in-class which should be no more than 15 minutes long.</li> <li>• <b>Individual Reflection Paper:</b> Students will write a Reflection Paper on their experience working in a team by reviewing the key events and feelings about those events, and then analyzing them in terms of the theoretical knowledge studied in this course.</li> </ul>				

Learning Assessment Tools			
Learning Outcomes	Retention & Comprehension (measuring retention and/or comprehension of learning)	Analysis & Reflection (measuring analytical and/or reflective capabilities of learning)	Direct Application (measuring direct application of learning)
<b>Affective Learning</b> (fostering attitudes, feelings or preferences) <ul style="list-style-type: none"> <li>• LO #3</li> <li>• LO #5</li> <li>• LO #6</li> </ul>	Debate Project Reflection Paper	In-Class Participation Assignments Homework Assignments Reflection Paper	Debate Project Reflection Paper
<b>Behavioral Learning</b> (developing skills in procedures, methods or techniques) <ul style="list-style-type: none"> <li>• LO #4</li> <li>• LO #5</li> </ul>	Debate Project	In-Class Participation Assignments Homework Assignments	Debate Project
<b>Cognitive Learning</b> (acquiring information, concepts or theories) <ul style="list-style-type: none"> <li>• LO #1</li> <li>• LO #2</li> <li>• LO #3</li> <li>• LO #4</li> </ul>	Quizzes Final Exam Debate Project Reflection Paper	Final Exam Homework Assignments Reflection Paper	In-Class Participation Assignments Homework Assignments Reflection Paper

Normal Distribution			Letter Grades	Grade Points	
Std. Dev.	% of Cases	Grouped %			
+4	0.13%	16%	A+	100	
+3	2.14%		68%	B+	88
+2	13.59%			B	85
+1	34.15%	C		75	
0	Mean	D		65	
-1	34.15%	16%	D-	62	
-2	13.59%		F	0	
-3	2.14%				
-4	0.13%				

Spring 2013 - Item Averages					
Number of students in Spring 2013 = 37					
In-Class Participation	Homework Assignments	Chapter Quizzes	Final Exam	Paper	Presentation
73%	79%	78%	74%	83%	86%

Normal Distribution			Letter Grades	Grade Points	
Std. Dev.	% of Cases	Grouped %			
+4	0.13%	16%	A+	100	
+3	2.14%		68%	B+	88
+2	13.59%			B	87.5
+1	34.15%	C		75	
0	Mean	D		62.5	
-1	34.15%	16%	D-	62	
-2	13.59%		F	0	
-3	2.14%				
-4	0.13%				

Spring 2013 – Item Distributions					
Number of students in Spring 2013 = 37					
In-Class Participation	Homework Assignments	Chapter Quizzes	Final Exam	Paper	Presentation
24%	43%	19%	16%	43%	16%
49%	38%	70%	68%	52%	76%
27%	19%	11%	16%	5%	8%

As instructor of the business core course of MGT 313 Management & Organizational Behavior, I completed a course assessment analysis for both semesters. I utilized a course assessment tool that focused on how students performed, in the aggregate, on each of my “course learning

assessment tools" (e.g. exams, papers, projects). The aggregate performance was then compared to an assumed normal distribution of grades: 16% of grades between an A+ and a B+; 68% of grades between a B and a D; and 16% of grades between a D- and an F.

The average results for both the fall and the spring semester fell within the middle range of the expected distribution (averages ranged from 72% to 86%). That implied no need to change my syllabus or teaching method for the course. However, in the fall semester the distribution results were not satisfactory: Homework, Paper, and Presentation assignments all had too large amounts of grades in the A+ to B+ range. This implied that I needed to tighten my grading rubrics for these assignments which I did for the spring semester. In the spring semester the distribution results improved for the Presentation but were still too high for the Homework and Paper assignments. This once again implied that my grading rubrics should be improved. This will be done for the next time I teach MGT 313, however, I am not be teaching the course for the 2013 to 2014 academic year.

<b>Course</b>	Principles of Marketing, MKT 201	<b>Semesters</b>	2012-2013 Academic Year	<b>Instructor</b>	Crista Wiegel
<b>Course Catalog Description</b>	Survey of modern marketing concepts and practices in the United States. Major topics include: the marketing environment, purchasing decisions of consumers, marketing research, target marketing, branding, pricing strategies, distribution channels and marketing communication.				
<b>Instructor's Required Reading</b>	Lamb, C. W., Hair, J. F., & McDaniel, C. (2012). <i>MKTG6</i> . (2012 – 2013ed.) Mason: South-Western (Cengage Learning)				
<b>List of Topic Areas Covered</b>	Overview of Marketing, Strategic Planning for Competitive Advantage, Ethics and Social Responsibility, Marketing Environments, Developing a Global Vision, Consumer Decision Making, Business Marketing, Segmenting and Targeting Markets, Decision Support Systems, Marketing Research, Product Concepts, Developing and Managing Products, Services and Nonprofit Organization Marketing, Marketing Channels, Supply Chain Management, Retailing, Promotional Planning for Competitive Advantage, Advertising and Public Relations, Sales Promotion and Personal Selling, Pricing Concepts, Customer Relationship Management, and Social Media Marketing				

<b><u>State Learning Competencies</u></b> (If Applicable)	<b><u>Learning Outcomes or Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Learning Assessment Tools</u></b> (Exams, Assignments, etc.)	<b><u>Assessment Results</u></b> (Summary)	<b><u>Closing the Loop</u></b> Recommendations/Goals/ Priorities
<ol style="list-style-type: none"> <li>Demonstrate an understanding of the professional and ethical responsibilities of marketers.</li> <li>Explain the nature of good, services and ideas.</li> <li>Define the concepts of target markets, market segmentation and the marketing mix.</li> <li>Explain the components of pricing.</li> <li>Describe the operation of channels of distribution and supply</li> </ol>	<ol style="list-style-type: none"> <li><i>Demonstrate an understanding of the professional and ethical responsibilities of marketers.</i></li> <li>Explain the nature of good, services and ideas.</li> <li>Define the concepts of target markets, market segmentation and the marketing mix.</li> <li>Explain the components of pricing.</li> <li>Describe the operation of channels of distribution and supply chains.</li> </ol>	<p>Topic Discussions, Research component paper for a business that exemplifies superior marketing, quizzes, Video Response Discussions, Marketing Mix PowerPoint, and exams</p> <p>Pre and Post Tests are given over the learning outcomes to each student to assess learning from beginning of semester to end. Each student takes the pretest at the first weeks of the semester and ends with the post test at nearly the last week of the course. This was implemented to see the improvement with the questions asked over a broad range from the learning</p>	<p>The topic discussions are current and on trend. The Research paper covers learning outcome number three. Marketing Mix PowerPoint covers learning outcome number three and six. The Pre and Post test scores did not allow me to see sufficient results with what is being covered within the quizzes. Giving the pre and posttest as a mandatory test, however, with no grade or bonus incentive, resulted in students rushing through the questions. The student's scores were poor on the post test and expectedly low on the pre. Please see attached for details on student scores and the pre and posttest that</p>	<p>Instructor has decided to not give three major assessment quizzes through the semester. Chapter quizzes or weekly quizzes will be given instead to ensure that students are being tested on every chapter and that the questions asked are more specific to chapter material. Small quizzes will allow for less information at one time for the student to test over. Instructor intends that the post test scores will be greater next semester with the changes made for assessments within the course. The prior exams were broad and tough for sufficient scores due to the large vast of material being covered. Adding more quizzes specific for each chapter and on point with the learning outcomes will ensure in</p>

<p>chains.</p> <ol style="list-style-type: none"> <li>6. Explain the importance of market research in marketing decision making.</li> <li>7. Demonstrate an understanding of the elements in the marketing environments.</li> <li>8. Explain the components of marketing managements.</li> </ol>	<ol style="list-style-type: none"> <li>6. Explain the importance of market research in marketing decision making.</li> <li>7. Demonstrate an understanding of the elements in the marketing environments.</li> <li>8. Explain the components of marketing managements.</li> </ol>	<p>outcomes topics.</p>	<p>was given to each student.</p>	<p>enhanced understanding of the outcomes of this course. Instructor will evaluate the low scoring questions from the pre and post tests and spend more time on lecture days explaining the low scored questions. Class exercises will be developed to help students learn in a method other than lecturing with PowerPoint and in group settings to better engage within the learning outcomes. Instructor will also take time revising her assessments and assignments to better correlate with the learning outcomes of the course.</p>
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