Jon M. Huntsman School of Business
Course-Embedded
Assurance of Learning Assessment

Semester: __Fall____ Year: __2015____
Course Name: __Financial Accounting Principles_____________________ Course #: ____ACCT
2010 Instructor’s Name:______________________ Section #________ Enrollment 90

**Huntsman School Goal:** L1: Business Acumen: Students in the Huntsman School will develop a holistic understanding of business enterprise.

**Huntsman School Objective:** L1.1: Students will demonstrate a foundational understanding of finance theories and methods, financial reporting, analysis, markets, and the economic environment of business.

<table>
<thead>
<tr>
<th>Assessment Method(s)</th>
<th>Student Performance/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the final exam, the students were to complete a multi-step income statement using the format presented in class, including the proper method for dating an income statement. On the problem, the students were given more information than was needed (ie, some of the accounts would be found on a balance sheet and not on an income statement).</td>
<td>At least 80% of the class will score a minimum of 8/10 on the workout problem.</td>
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**Actual Performance**

<table>
<thead>
<tr>
<th># of Students</th>
<th>Percent Meeting Goal</th>
<th>Goal Achieved (Y/N)?</th>
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</thead>
<tbody>
<tr>
<td>90</td>
<td>76%</td>
<td>N</td>
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**Analysis and Recommendations (Closing the Loop):**
What has this exercise revealed to you about student learning with respect to the above Huntsman School Objective? Although we fell just short of the goal of 80% of the class earning at least 8/10 on the final exam problem, I was very pleased that 40/90 students earned a perfect score and another 28 students scored at least an 8 or 9 on the problem. I feel that the vast majority of the class had a solid understanding of the income statement, and the format.

Did the results warrant changes that need to be made to improve student mastery of the objective? If so, please describe what changes will be made to the course in the future as a result of this exercise. An area that some students did not understand was the concept of non-operating items (ie, items that increase or decrease net income but come after the calculation of operating income). Several students did not have this section when preparing the income statement. Some students also included unearned revenue on the income statement, where we’ve discussed in class this item is a liability found on the balance sheet. Next semester, I will emphasize both the proper format for a multi-step income statement and what accounts are/not found on an income statement with more in class examples and exercises. The other disappointment was that many students either dated the income statement incorrectly (as of December 31, instead of the proper for the period ending December 31) or did not include a date at all, and the problem very clearly stated to include a date.
Are there changes that need to be made to the assessment process itself (i.e. question content, rubrics, methods) in order to more accurately measure student learning of the objective? If so, what suggestions do you have? Not at all. I was very pleased with the assessment process and what it revealed to me both what and how to discuss the financial statements in future Accounting 2010 classes.
Jon M. Huntsman School of Business
Course-Embedded
Assurance of Learning Assessment

Semester: Fall Year: 2013
Course Name: Principles of Microeconomics Course #: ECN2010
Instructor’s Name: Section: Enrollment: 76 (001) 44 (004)

### Huntsman School Goal:
L1: Business Acumen: Students in the Huntsman School will develop a holistic understanding of business enterprise.

### Huntsman School Objective:
L1.1: Students will demonstrate a foundational understanding of finance theories and methods, financial reporting, analysis, markets, and the economic environment of business.

#### Assessment Method(s)
List assessment method(s) here. (i.e. pre/post tests, rubrics, essay questions, portfolio, etc.)

1. **Students were required to take both a pre and post-test to assess learning mastery.**
2. **Students were required to read a contemporary book dealing with business and economics principles and write a critical analysis of the book.** The book chosen for section #001 was *Adapt* by Tim Harford. The book chosen for section #004 was *The Undercover Economist* by Stephen Landsburg.

#### Student Performance/Outcomes
Please describe the assessment goal for this exercise. Please include the percentage of students expected to meet the criteria, and what the criteria are (e.g. X% of students will score at X% or higher, etc.).

The formal assessment goal was that a majority of student scores on the post-test would reflect a 50% or better increase in the number of correct answers over the pre-test results.

#### Actual Performance – Pre- and Post-Test Assessment

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<tr>
<th># of Students</th>
<th>Percent Meeting Goal</th>
<th>Goal Achieved (Y/N)?</th>
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</thead>
<tbody>
<tr>
<td>58 (section 001)</td>
<td>54%</td>
<td>Y</td>
</tr>
<tr>
<td>32 (section 004)</td>
<td>47%</td>
<td>N</td>
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#### Analysis and Recommendations (Closing the Loop):
What has this exercise revealed to you about student learning with respect to the above Huntsman School Objective? What did students do well? What did they do poorly?

- In my classes the students were required to demonstrate mastery of subject matter material through responses to essay/problem-oriented exam questions. As a result they may have been unprepared to respond effectively to questions presented in a multiple choice format. Overall I was happy with the demonstrated competency based on in-class exams and papers. On this basis I think
most students gained a foundational understanding of the theories and methods businesses use to effectively operate.

Did the results warrant changes that need to be made to improve student mastery of the objective? If so, please describe what changes will be made to the course in the future as a result of this exercise.

- The results suggest a need to reorient how I focus on the learning objectives for the course. It is possible that I did not spend enough time reinforcing the set of core learning objectives in class. As a result students may not have been able to build effective links between the theory and practice elements imbedded in the learning objectives.

Are there changes that need to be made to the assessment process itself (i.e. question content, rubrics, methods) in order to more accurately measure student learning of the objective? If so, what suggestions do you have?

- I will spend more time working on the pre- and post-test instrument to ensure that it effectively mirrors the learning objectives I have for the course and that it is aligned with the Huntsman School learning objectives.
Sample Information
Please describe the course from which the sample was taken (e.g. course name and number, campus, and approximate enrollment). For the campus, use Logan for all main campus sections, and Regional Campuses for all broadcast and online courses.

MGT 3700 – Operations Management, total enrolment - 216

Huntsman School Goal: L1: Business Acumen: Students in the Huntsman School will develop a holistic understanding of business enterprise.

Huntsman School Objective: L1.2: Students will demonstrate an understanding of foundational business disciplines leading to the integrated production and distribution of products, services and information.

Assessment Method(s)
List assessment method(s) here. (i.e. pre/post tests, rubrics, essay questions, portfolio, etc.)

Ten multiple choice questions included in quizzes/exams that emphasize connections between operations/supply chain strategy and tactics, and how these support different objectives in the marketplace

Student Performance/Outcomes
Please describe the assessment goal for this exercise. Please include the percentage of students expected to meet the criteria, and what the criteria are (e.g. X% of students will score at X% or higher, etc.).

70% of students scoring at least 70% correct

Actual Performance

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<th>Percent Meeting Goal</th>
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<tbody>
<tr>
<td>216</td>
<td>81.5</td>
<td>Y</td>
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Analysis and Recommendations (Closing the Loop):
What has this exercise revealed to you about student learning with respect to the above Huntsman School Objective? What did students do well? What did they do poorly?

Percent correct by question varied from 63.4-94. On three questions, the percent correct was below 70% (63-67.5%). For two of these three questions, the outcome is consistent with those of prior semesters. There were also significant differences between sections (more than 11% difference in percent correct) on 5 questions. Much of the difference can be attributed to relatively lower scores in a section taught by an adjunct faculty member teaching the class for the first time. In general, on questions with lower percentage...
correct scores, sections taught by adjunct faculty (2) performed relatively poorer than those taught by regular faculty.

The results suggest that greater effort is needed to work with adjunct faculty to standardize instruction, and in certain areas, with all faculty.

Did the results warrant changes that need to be made to improve student mastery of the objective? If so, please describe what changes will be made to the course in the future as a result of this exercise.

Are there changes that need to be made to the assessment process itself (i.e. question content, rubrics, methods) in order to more accurately measure student learning of the objective? If so, what suggestions do you have?
Huntsman School Goal: L2: Students will be proficient at oral and written communication.

Huntsman School Objective: L2.1: Students will demonstrate effective oral and written communication through producing a professional quality business document, and a professional oral presentation.

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<thead>
<tr>
<th>Assessment Method(s)</th>
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<tbody>
<tr>
<td>List assessment method(s) here. (i.e. pre/posttests, rubrics, essay questions, portfolio, etc.)</td>
<td>Assessment Goal: 80% of students will meet the assessment criteria (80% or higher).</td>
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<tr>
<td>- Written pretest and posttest</td>
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<tr>
<td>- One small group oral presentation and one large group presentation</td>
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**Actual Performance (written)**

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<tr>
<th># of Students</th>
<th>Percent Meeting Goal</th>
<th>Goal Achieved (Y/N)?</th>
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</thead>
<tbody>
<tr>
<td>162</td>
<td>90%</td>
<td>Yes</td>
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**Actual Performance (oral)**

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<tr>
<th># of Students</th>
<th>Percent Meeting Goal</th>
<th>Goal Achieved (Y/N)?</th>
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</thead>
<tbody>
<tr>
<td>162</td>
<td>98%</td>
<td>Yes</td>
</tr>
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</table>

**Analysis and Recommendations (Closing the Loop):**

What has this exercise revealed to you about student learning with respect to the above Huntsman School Objective? What did students do well? What did they do poorly?

By the end of the semester, students *have* mastered the objective in terms of organization and expression of ideas in a short composition; however, the short posttest may not be an accurate portrayal of skill. Consideration is being given to making the posttest at least a page long rather than the current one-paragraph test.

Students have also improved considerably in the area of language mechanics, and though not a major determinant of the grade, this can always be improved.

The group nature of the oral presentations is necessary because of time limitations; however, the
one-group = one grade evaluation of the presentation could be greatly inflating the grades of less-motivated students who happen to be in groups with highly motivated students. In addition, inaccurate peer evaluations could also inflate the final presentation grades.

Did the results warrant changes that need to be made to improve student mastery of the objective? If so, please describe what changes will be made to the course in the future as a result of this exercise.

The new format of this class (one large lecture session and two small recitations) seems to be working well. Students get much more personal attention and opportunity to contribute to the class discussion because of the size of the recitation sections. This has contributed positively to the final skill assessment outcomes.

Are there changes that need to be made to the assessment process itself (i.e. question content, rubrics, methods) in order to more accurately measure student learning of the objective? If so, what suggestions do you have?

Next semester a longer writing sample will be required for the posttest to more accurately judge students’ writing skill.

Recording software is now being used for evaluation of oral presentations. This will allow individual feedback/grades for students which will be used in conjunction with the group grade. A more structured peer evaluation rubric will also be used to assess involvement in and contributions to the group project. Hopefully this will lead to a more thoughtful, accurate, and documented reflection of student participation in this project.
Sample Information
Please describe the course from which the sample was taken (e.g. course name and number, campus, and approximate enrollment). For the campus, use Logan for all main campus sections, and Regional Campuses for all broadcast and online courses.

All Logan sections of MIS 2100 were included in the analysis.

Huntsman School Goal: L3: Students will be competent in quantitative and qualitative analytics, critical thinking, and data-driven decision making.

Huntsman School Objective: L3.2: Students will demonstrate the ability to utilize contemporary information technology in business decision making.

Assessment Method(s) | Student Performance/Outcomes
---|---
List assessment method(s) here. (i.e. pre/post tests, rubrics, essay questions, portfolio, etc.) | Please describe the assessment goal for this exercise. Please include the percentage of students expected to meet the criteria, and what the criteria are (e.g. X% of students will score at X% or higher, etc.).

Although exams and assignments provide some gauge of student understanding, student performance in Excel projects/business cases demonstrates their ability to utilize contemporary information technology in business decision making. Therefore, this is our primary means of assessment. Performance measurement differs somewhat across sections, but generally follows the assessment criteria denoted in the rubric below.

Goal: 75% of students will score 80% or higher on an Excel project/business cases

Actual Performance

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<tbody>
<tr>
<td>308</td>
<td>86%</td>
<td>Y</td>
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Analysis and Recommendations (Closing the Loop):
What has this exercise revealed to you about student learning with respect to the above Huntsman School Objective? What did students do well? What did they do poorly?

Although some students tend to struggle a bit with some advanced Excel features such as What-If analysis, the business cases are a chance to reinforce these concepts in a real-world scenario. We believe that students are performing at or above expectations in utilizing Excel to solve business problems using data-driven decision-making.
Did the results warrant changes that need to be made to improve student mastery of the objective? If so, please describe what changes will be made to the course in the future as a result of this exercise.

As a whole, the faculty believe that the Excel project/cases are a good metric of student mastery of the identified learning objective. While minor adjustments to the content and difficulty are ongoing, no major changes are anticipated at this time.

Are there changes that need to be made to the assessment process itself (i.e. question content, rubrics, methods) in order to more accurately measure student learning of the objective? If so, what suggestions do you have?

No changes noted at this time (see rubric below).
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Semester: Spring   Year: 2014
Course Name: Business Law Course #: MGT 2050
Instructor’s Name: Section   Enrollment 85

| Huntsman School Goal: L6: Students will have a strong commitment to ethical leadership. |
| Huntsman School Objective: L6.1: Students will demonstrate competence in ethical reasoning and judgment in addressing complexities in life and business. |

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<thead>
<tr>
<th>Assessment Method(s)</th>
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<tbody>
<tr>
<td>Pre-test / post-test assessment of knowledge about business law.</td>
<td>Our goal was to have a class average of 70% or better on the assessment by the end of class.</td>
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<thead>
<tr>
<th>Actual Performance</th>
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<tbody>
<tr>
<td># of Students</td>
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<tr>
<td>---------------</td>
</tr>
<tr>
<td>85</td>
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Analysis and Recommendations (Closing the Loop):
What has this exercise revealed to you about student learning with respect to the above Huntsman School Objective? What did students do well? What did they do poorly?

Students did not do as well as I had hoped, but the class average improved by about 20% from the scores on the first day exam.
Did the results warrant changes that need to be made to improve student mastery of the objective? If so, please describe what changes will be made to the course in the future as a result of this exercise.

None that I can think of.

Are there changes that need to be made to the assessment process itself (i.e. question content, rubrics, methods) in order to more accurately measure student learning of the objective? If so, what suggestions do you have?

After reviewing the first day/last day assessment, I realized that there were several questions that I do not cover in my class. We will need to revisit the assessment to determine if there are questions that better represent the content of all Business law courses.