1. List Student Learning and/or General Education Outcomes Assessed

The following student learning outcomes and/or general education outcomes were assessed in AY 2012-2013.

SLO 6: Demonstrate ability to make basic investment and financial decisions for a business using financial management concepts and methods.
   - Related GeSLO: 5

SLO 7: Demonstrate ability to apply accounting concepts and methods to interpret financial statements for evaluating the financial position and performance of organizations.
   - Related GeSLO 1

SLO 8: Demonstrate ability to use quantitative and/or qualitative tools and methodologies to support organizational decision making.
   - Related GeSLO 3

2. Summary of Assessment Results

SLO 6, GeSLO 5

BUS 410  Financial Analysis

The stock portfolio project is utilized to assess the ability of student decision making based upon financial knowledge acquired in the course.
80% of students are to earn a “C” or better. The analysis of data has indicated that a minimum of 85% of students in any particular section is the lowest overall percentage earned in sections reviewed during the analysis.

**Target Met.**

**Proposed Changes.**

The course direction will be changing in the fall semester of 2013. The direction of the course will be more directed toward the understanding of financial markets and financial institutions. Therefore, the assessments or SLOs for the course will have to be changed due to the emphasis of the course changing. These changes should give the students a better understanding of the field of finance and the knowledge to do the financial analysis in BUS 411 (Corporate Finance).

**BUS 411  Corporate Finance**

The final exam project requires students to develop a comprehensive multi-sheet labor relations contract document. It demonstrates the ability of students to turn conceptual ideas and concepts into practical solutions. It takes information learned in multiple courses and requires specific application.

80% of students are to earn a “C” or better. The analysis of the data has indicated that a minimum of 67% of students in any particular section is the lowest overall percentage earned in sections reviewed during the analysis. When combining all sections, the target has been met. The unsuccessful target was in a section that had only six students and may have been adversely affected by the small class size.

**Target Met.**
Proposed Changes.

The course direction will change in the fall semester of 2013. The direction of the course will be more toward the understanding of financial analysis and applications. BUS 410 will be moving toward a course with content in the financial markets area. Therefore, Corporate Finance will be altered to address financial analysis and application. This may result in SLOs being altered for this course moving forward.

SLO 7, GeSLO 1

BUS 301 Advanced Accounting
Assessment Tool: Final Exam
Target: 80% of students earn “C” or better
Result: 93% in the traditional day section and 100% in the evening section (F’12).

The final exam required students to apply core accounting concepts relative to mergers and acquisitions and relative to Not-For-Profit organizations. Students were successful in doing so. The evening section class size was smaller than the traditional day section.

Target Met.

Proposed Changes.

Due to the dynamic nature of accounting, individual course content will continue to be updated to reflect developments in the field, particularly as GAAP and IFRS convergence proceeds. Expanded coverage of NFP enterprises will be featured in the fall 2013 semester. The final exam assessment tool will be reviewed annually and modified, as deemed appropriate.
BUS 402  Auditing
Assessment Tool:  Final Exam
Target:  80% of students earn “C” or better
Result:  100% in evening sections (F’12 and S’13) and 94% in traditional day section (S’13).

The final exam included assessment of students’ ability to evaluate audit evidence and to contrast substantive and analytical testing procedures. Students were able to evaluate case situations from the point of view of the auditor.

**Target Met.**

**Proposed Changes.**

To reflect new developments in auditing procedures, course content will be reviewed and updated annually. The impact of Sarbanes-Oxley and the PCAOB on the profession will result in additional material being included in the course. The final exam assessment tool will be reviewed annually and modified, as deemed appropriate.

**SLO 8, GeSLO 3**

BUS 252  Intermediate Accounting I
Assessment Tool:  Final Exam
Target:  70% of students earn “C” or better
Result:  100% in both day section (F’12) and evening section (S’13)

Students demonstrated the ability to use quantitative tools, particularly relative to future value and present value, in solving problems. The traditional day section class size was small because several transfer students were no yet on track to follow the accounting course sequence. They should be on track for the fall 2013 semester.

**Target Met.**
BUS 400  Cost Accounting
Assessment Tool: Final Exam
Target: 80% of students earn “C” or better
Result: 100% in both evening sections (F’12) and 88% in the traditional day section (S’13)

Students could demonstrate quantitative skills in determining cost accounting variances and in allocating joint costs to production. They were also able to contrast fixed and variable costs.

Target Met.

Proposed changes.

Because of the dynamic nature of cost accounting, course content will continue to be revised and updated to reflect developments in the field, as new methods gain acceptance. The course will include expanded application cases relative to capital budgeting. The final exam assessment tool will be reviewed annually and modified, as deemed appropriate.


The evaluation of SLO 1 in the next assessment cycle will provide an external review of the core competencies and will provide comparative data for a nationally normed exam.

The evaluation of SLO 9 in the next assessment cycle will review student learning specific to concepts in the accounting major.

The business department has formalized the data collection process in order to provide a path for continuous program evaluation and improvement. This includes a process of educating adjunct professors about the importance of assessment.