

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Business Management	265	BMG 265 08/03/2017- Business Statistics
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Rosemary Wilson
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Interpret and develop ways to describe data in a meaningful way.

- Assessment Plan
  - Assessment Tool: Departmentally-developed exam
  - Assessment Date: Winter 2014
  - Course section(s)/other population: All sections
  - Number students to be assessed: At least 50% of those enrolled
  - How the assessment will be scored: Answer Sheet
  - Standard of success to be used for this assessment: At least 60% of the class should receive score of 70% or better.
  - Who will score and analyze the data: Exam will be scored by selected members of the School of Business and Entrepreneurial Studies Advisory Board; Lead instructor will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
159	98

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two reasons account for the difference between number of students enrolled and number of students assessed:

1. Lack of student completion of the course, through official withdrawal or failure to show.
2. One part-time faculty member did not submit results for one section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in four on-campus sections who attempted the cumulative final exam, which included 3 day sections and one evening section, were included in the assessment. All students who attempted the cumulative final exam in all online sections, including one late-start online section, were also included in the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through an item analysis of the seven questions pertaining to descriptive statistics on the cumulative final exam. The exam consisted of 33 questions which required calculations and/or interpretation of data to select the appropriate multiple choice answer in MyStatLab, the online program for testing in BMG 265. Because scoring in MyStatLab is blind-scoring completed through software based on an answer key, it was not necessary to request that scoring be completed by advisory board members to ensure objectivity, as stated in the original assessment plan.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students met expectations: more than 60% of students achieved a correct score on each of the 7 questions.

Eighty-one percent or more of students correctly answered each of the seven questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students excel in the calculation of descriptive statistics.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The students have little to no difficulty with descriptive statistics and data presentation, likely due to the use of Excel in the course and prior coursework. Interpretation of descriptive statistics is a bigger challenge to a small percentage of the students, as evident in the lower scores for questions requiring interpretation of coefficient of variation and skew. More emphasis will be placed on interpretation through sample problems and PowerPoint slides will be updated to reflect a stronger emphasis on interpretation.

Outcome 2: Apply the principles of statistics to calculate probabilities in real-life situations.

- Assessment Plan
  - Assessment Tool: Departmentally-developed exam
  - Assessment Date: Winter 2014
  - Course section(s)/other population: All sections
  - Number students to be assessed: At least 50% of students enrolled
  - How the assessment will be scored: Answer Sheet
  - Standard of success to be used for this assessment: At least 60% of the class should receive score of 70% or better.
  - Who will score and analyze the data: Exam will be scored by selected members of the School of Business and Entrepreneurial Studies Advisory Board. Lead instructor will analyze the results.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
159	98

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two reasons account for the difference between number of students enrolled and number of students assessed:

1. Lack of student completion of the course, through official withdrawal or failure to show.
2. One part-time faculty member did not submit results for one section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in four on-campus sections who attempted the cumulative final exam, which included 3 day sections and one evening section, were included in the assessment. All students who attempted the cumulative final exam in all online sections, including one late-start online section, were also included in the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through an item analysis of the five questions pertaining to calculating probabilities using contingency tables, the Binomial distribution, and the Normal distribution on the final exam. The context for all problems on the exam was a business setting or problem. The exam consisted of 33 problems which required calculations and/or interpretation of data to select the appropriate multiple choice answer in MyStatLab, the online program for testing and homework. Because scoring in MyStatLab is blind-scoring completed through software based on an answer key, it was not necessary to request that scoring be completed by advisory board members to ensure objectivity, as stated in the original assessment plan.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students met expectations: more than 60% of the students taking the assessment answered 70% correct on all questions within the learning outcome.

Seventy-two percent or more of students scored correct responses on each of the five questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students excelled in finding probabilities using contingency tables and also performed well using the Normal distribution to find probabilities.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Although the standard was met overall, the late-start online class did not meet the standard for the question requiring the use of the Binomial distribution to find probabilities, and students overall barely achieved 70%. This may be due in part to the limited use of the Binomial distribution after the learning module in which it is introduced. A review of student responses also showed that students have a tendency to struggle with determining whether a situation is asking for the probability of a random variable taking on a value that is less than or less than or equal to a particular number of successes. The same is true for finding probabilities that are greater than or greater than or equal to. More attention will be given to working with students on sample problems and physically demonstrating the number of successes a problem is trying to predict.

Outcome 3: Identify how to interpret and make decisions based on random samples.

- Assessment Plan
  - Assessment Tool: Departmentally-developed exam
  - Assessment Date: Winter 2014
  - Course section(s)/other population: All sections
  - Number students to be assessed: At least 50% of students enrolled
  - How the assessment will be scored: Answer Sheet
  - Standard of success to be used for this assessment: At least 60% of the class should receive score of 70% or better.
  - Who will score and analyze the data: Exam will be scored by selected members of the School of Business and Entrepreneurial Studies Advisory Board. Lead instructor will analyze the results.
- 1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
159	98

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two reasons account for the difference between number of students enrolled and number of students assessed:

1. Lack of student completion of the course, through official withdrawal or failure to show.
2. One part-time faculty member did not submit results for one section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in four on-campus sections who attempted the cumulative final exam, which included 3 day sections and one evening section, were included in the assessment. All students who attempted the cumulative final exam in all online sections, including one late-start online section, were also included in the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through an item analysis of the 12 questions pertaining to sampling distributions and the Central Limit Theorem, confidence intervals, hypothesis testing, and chi-square analysis on the final exam. The context for all problems on the exam was a business setting or problem. The exam consisted of 33 problems which required calculations and/or interpretation of data to select the appropriate multiple choice answer in MyStatLab, the online program for testing and homework. Because scoring in MyStatLab is blind-scoring completed through software based on an answer key, it was not necessary to request that scoring be completed by advisory board members to ensure objectivity, as stated in the original assessment plan.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Students did not meet expectations. Out of 12 questions, 70% or more of students answered correctly in only 5 questions. In other words, the goal of 70% was met in only 58.3% of the questions pertaining to this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed acceptably in the mechanics of setting up hypothesis tests and calculating test statistics.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students have difficulty with inference and interpretation. Part of the difficulty may be in the language used to state conclusions in textbook problems. New slides and coverage that explain how to decipher stated conclusions and relate them back to the hypothesis will be developed. For confidence intervals, new materials will be developed to graphically show students when to choose the t-distribution or the normal distribution, as well as more sample problems that require students to compare a claimed value against the confidence interval and make a decision.

Outcome 4: Model the relationship between two variables and assess the strength of that model.

- Assessment Plan
  - Assessment Tool: Departmentally-developed exam
  - Assessment Date: Winter 2014
  - Course section(s)/other population: All sections
  - Number students to be assessed: At least 50% of enrolled students
  - How the assessment will be scored: Answer sheet
  - Standard of success to be used for this assessment: At least 60% of the class should receive score of 70% or better.

- Who will score and analyze the data: Exam will be scored by selected members of the School of Business and Entrepreneurial Studies Advisory Board. Lead instructor will analyze the results.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
159	98

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two reasons account for the difference between number of students enrolled and number of students assessed:

1. Lack of student completion of the course, through official withdrawal or failure to show.
2. One part-time faculty member did not submit results for one section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in four on-campus sections who attempted the cumulative final exam, which included 3 day sections and one evening section, were included in the assessment. All students who attempted the cumulative final exam in all online sections, including one late-start online section, were also included in the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was assessed through an item analysis of the nine questions pertaining to correlation and regression analysis on the final exam. The context for all problems on the exam was a business setting or problem. The exam consisted of 33 problems which required calculations and/or interpretation of data to select the appropriate multiple choice answer in MyStatLab, the online program for testing and homework. Because scoring in MyStatLab is blind-scoring completed through software based on an answer key, it was not necessary to request that



scoring be completed by advisory board members to ensure objectivity, as stated in the original assessment plan.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Standard was not met. 70% of students scored the correct answer on only 5 out of 9 (55.55%) of questions. The on-campus F2F sections met the standard, but the online sections did not.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed well in calculating the coefficient of correlation and correctly interpreting it. Students also were able to calculate the regression equation and use it to predict the average value for the dependent variable based on a given value for the independent variable.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The F2F sections met the standard, but the online sections did not. One variable that might have influenced these results is that in the F2F sections regression analysis and correlation were moved in the schedule to immediately follow hypothesis testing and chi-square analysis was moved to the final module in the course. This was an experiment to see if moving the regression module right after hypothesis testing would help students connect the three hypothesis tests that are part of regression and correlation to the hypothesis testing process. This appears to have made some difference, and changes will be made to online sections to see if it has a similar impact on student performance.

The performance was lowest on the hypothesis tests for the correlation coefficient, the coefficient of determination, and the slope of the regression equation. To improve performance, several steps will be taken:

1. Students will be required to submit their Excel worksheets with their homework or quizzes. Students appear to be making too many calculation errors when doing the work using their calculators. This will allow more time for interpretation.

2. Additional materials (slides, handouts) are being created for students to help them determine which test requires which test statistic and critical value, how to

find the p-value and how to apply decision criteria, and finally how to interpret the results of the three hypothesis tests in correlation and regression.

## II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This assessment confirmed concerns that have arisen through review of student tests, homework, and quiz results. Analysis of the results led us to look at a sample of students at different performance levels and delve a little deeper into the results in MyStatLab. That analysis has shown that a strong positive correlation ( $r = .88$ ) exists between student weekly quiz scores and their exam scores. It has also shown that the majority of students (over 90%) attempt to complete all of their chapter homework and their chapter quiz on the same day/night. Although students have the opportunity to complete homework as many times as they choose and take each quiz up to 3 times, most only complete them once before running out of time. We plan to rearrange the student work schedule to force students to pace themselves more realistically, by putting homework and quiz deadlines in a different sequence. The assessment also confirmed concerns that students struggle with inference.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The assessment results including the action plan will be shared with the Business Department for comments and discussion in August of 2017.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	Major changes will be made to the course syllabus, learning outcomes and course objectives as a result of this assessment and meetings with the College of Business faculty at	Low completion rates combined with the obvious difficulties students experience with inferential statistics call for changes. EMU has been experiencing low student success rates in their Business Statistics course and their faculty	2018

	<p>our primary receiving transfer institution, Eastern Michigan University. Ultimately, this will also result in the development of new course materials and changes to the common final exam, which is used as the assessment tool.</p>	<p>believe the students need more time to understand and practice the material. Consequently, EMU is breaking their Business Statistics course into a two-course sequence. EMU has agreed to accept WCC's MTH 160 as the equivalent of the first course in the sequence. As BMG 265 is primarily a transfer course, it will be revised to meet the requirements of the second course in the sequence.</p> <p>This change will allow more time and focus on inferential statistics.</p>	
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4. Is there anything that you would like to mention that was not already captured?

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### III. Attached Files

[BMG 265 Final Assessment All Sections Combined](#)

**Faculty/Preparer:** Rosemary Wilson **Date:** 08/18/2017  
**Department Chair:** Julianne Davies **Date:** 08/21/2017  
**Dean:** Eva Samulski **Date:** 08/22/2017  
**Assessment Committee Chair:** Michelle Garey **Date:** 10/31/2017

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Business Management	265	BMG 265 02/16/2014- Business Statistics
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Julianne Davies
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Interpret and develop ways to describe data in a meaningful way.

- Assessment Plan
  - Assessment Tool: Departmentally-developed exam
  - Assessment Date: Winter 2014
  - Course section(s)/other population: All sections
  - Number students to be assessed: At least 50% of those enrolled
  - How the assessment will be scored: Answer Sheet
  - Standard of success to be used for this assessment: At least 60% of the class should receive score of 70% or better.
  - Who will score and analyze the data: Exam will be scored by selected members of the School of Business and Entrepreneurial Studies Advisory Board; Lead instructor will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2012		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
109	76

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal,

or did not complete activity.

All BMG 265 students who took the final were assessed. Students from all four classes offered were assessed. Attrition rate for this course is normally between 20-25%.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Instructors for all four sections gave the same exam. All completed exams were part of the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A scoring rubric was developed. Instructors graded each question using the rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

61.5% of students received a score of 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed well for course objective #1--Interpret and develop plots and histograms of data and #2--Calculate mean, median, mode, quartiles, thresholds for outliers, standard deviation, and indicators of relative value.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

For course objective #3--Discriminate between discrete and continuous variables, 51.7% of students obtained a 70% achievement level. This material is presented early in the term. Review of this material at the end of the term will reinforce students' comprehension of the topic.

Outcome 2: Apply the principles of statistics to calculate probabilities in real-life situations.

- Assessment Plan

- Assessment Tool: Departmentally-developed exam
- Assessment Date: Winter 2014
- Course section(s)/other population: All sections
- Number students to be assessed: At least 50% of students enrolled
- How the assessment will be scored: Answer Sheet
- Standard of success to be used for this assessment: At least 60% of the class should receive score of 70% or better.
- Who will score and analyze the data: Exam will be scored by selected members of the School of Business and Entrepreneurial Studies Advisory Board. Lead instructor will analyze the results.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2012		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
109	76

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students who took the final were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Instructors for all four sections gave the same exam. All completed exams were part of the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A scoring rubric was developed. Instructors graded each question using the rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this

outcome and tool.

Met Standard of Success: <u>Yes</u>
72.0% of students received 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed well above the standard (80.2%) for course objective #5--Distinguish between population and sample mean situations.
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8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students performed at the standard for course objective #4--Identify and appropriately use the correct probability determination methods coming in at 70.9%. Additional homework problems on this topic will be instituted.
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Outcome 3: Identify how to interpret and make decisions based on random samples.

- Assessment Plan
  - Assessment Tool: Departmentally-developed exam
  - Assessment Date: Winter 2014
  - Course section(s)/other population: All sections
  - Number students to be assessed: At least 50% of students enrolled
  - How the assessment will be scored: Answer Sheet
  - Standard of success to be used for this assessment: At least 60% of the class should receive score of 70% or better.
  - Who will score and analyze the data: Exam will be scored by selected members of the School of Business and Entrepreneurial Studies Advisory Board. Lead instructor will analyze the results.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2012		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students who took the final were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Instructors for all four sections gave the same exam. All completed exams were part of the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A scoring rubric was developed. Instructors graded each question using the rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

76.1% of students received 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed above the standard for course objective #8--Determine correct sample sizes for a specified error and confidence level and #9--Calculate the correct p-value associated with a hypothesis test.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students performed less well on course objective #10--Interpret and state hypothesis test conclusions. Additional homework problems will be assigned on this topic.

Outcome 4: Model the relationship between two variables and assess the strength of that model.



- Assessment Plan

- Assessment Tool: Departmentally-developed exam
- Assessment Date: Winter 2014
- Course section(s)/other population: All sections
- Number students to be assessed: At least 50% of enrolled students
- How the assessment will be scored: Answer sheet
- Standard of success to be used for this assessment: At least 60% of the class should receive score of 70% or better.
- Who will score and analyze the data: Exam will be scored by selected members of the School of Business and Entrepreneurial Studies Advisory Board. Lead instructor will analyze the results.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2012		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
109	76

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students who took the final exam were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Instructors for all four sections of the course gave the same final. All completed finals were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All instructors used the same rubric to grade the exams.

6. Briefly describe assessment results based on data collected for this outcome and tool

during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
73.7% of students received 70% or higher.

- Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed above the standard for all course objectives.
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- Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Since results were above the standard required, continue current coverage of this material.
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## II. Course Summary and Action Plans Based on Assessment Results

- Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

All course objectives are being covered by all instructors teaching BMG 265. The attrition rate of students is of concern.
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- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Information was shared in manual form at the September 2013 Business Department meeting. This is the electronic submission of the information.
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- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The points distribution of questions on the exam will be redone.	Grading questions using fractions of points was difficult to evaluate.	2015
Course Materials (e.g. textbooks,	Discriminating between discrete	Students need a review of this	2015

handouts, on-line ancillaries)	and continuous variables, which is covered early in the term, will be reviewed at the end of the term before the final exam.	material later in the term.	
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4. Is there anything that you would like to mention that was not already captured?
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### III. Attached Files

#### [Business Statistics Assessment](#)

**Faculty/Preparer:** Julianne Davies **Date:** 02/16/2014  
**Department Chair:** Colette Young **Date:** 02/20/2014  
**Dean:** Rosemary Wilson **Date:** 03/14/2014  
**Assessment Committee Chair:** Michelle Garey **Date:** 04/09/2014