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| **Accounting**  70% of students will score a “Good” or higher in each dimension of the rubric | Assessed in  ACCT 292, Bookkeeping project,  The project consists of students completing a compilation for a client engagement. The students will record and post company transactions, to prepare the financial statements for a company, including engagement letter, accountants compilation report, and engagement checklist.  FORMATIVE  INTERNAL  COMPARA-TIVE | Spring 2016, In total, there were only 5 out of 10 areas or 50% of the assessment in which students achieved "Good" or higher in each category of the rubric. | The individual category analysis is 93.3 % achieved the goal on the compilation report, preparation of the financial statements was 73.3%, with formatting at 86.7%. Posting the G/L was 80%, with the adjusted trial balance at 80% and the recording of post references at 86.7%. Areas of weakness were the journal entries at 33.3%, the unadjusted trial balance at 66.7%, the adjusting and closing entries at 60%, and the preparation of the cash flow statement at 40%. Overall scores on the project were 12 out of 15 (80%) scored a 79% or higher. | The assignment will continue to be completed and graded in stages. One instructor noted that the project needs to be reduced to just the requirements without all of the research language given. Also, a list of steps may help in a large project such as this. On the journal, the payroll portion needs to be reworded in the assignment. It does not indicate if the amount is gross pay or net pay. The students should have the information for calculating the taxes, etc. Also, the sale of equipment needs to be explained more clearly. For the financial statements, the students will need more instruction on the cash flows area. | Note: VU Assessment is on a 3-year rotation, having the same areas assessed for 3 years, then switching to a new area chosen from the Program Learning Outcomes. This is year one of the 3-year rotation for the Accounting Program assessment. Therefore, there is only data available for 2016-17. There will be no data for the next report due to suspending the program in the 2018-19 catalog |

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| **Agribusiness**  A rubric will be used to assess students’ abilities to express the importance of the product (content) in an informative presentation.  **Success Standard:** 80% of students will get 80% on the presentation. | Students will present the importance of specific products within the agribusiness sector in a clear, concise and convincing manner.  DIRECT, SUMMATIVE, INTERNAL | A new assessment was instituted this year for a new 3 year cycle.  100 % of the students were able to score an 80% “Good” score on the seven categories of the Sales Presentation. The Sales presentation was scored on the opening, probing questions, presentation, objections, close, overall selling, and follow-up. These presentations were graded by outside sales representatives from the agricultural industry. The lowest scoring areas were opening and probing with 40% and 44% getting good. | This project has given the students an all-inclusive approach to Agribusiness salesmanship and has increased critical thinking. The students have to develop an entire sales presentation and sell the product to an outside sales representative. This gives the students the closest real world experience of selling a product to a customer. | The department will add additional practice with sales openings and follow-up in the Ag Sales (AGBS 152) course. Suggestions by the Agribusiness Advisory committee were followed to have the students do an additional sales presentation by going back to their home high school and make presentations. For the students who did the extra assignment, they were more confident in their presentations. |  |

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| **Business Admini**  **stration**  70% of students will achieve a rating of “Satisfactory” or higher on each component of the rubric. | The COMP 201 students will research and submit a written paper explaining security goals, response to computer related threats, and needed safeguards to protect information system data.  DIRECT, FORMATIVE, INTERNAL, COMPARA-TIVE  (Note—Information provided in Blue denotes results from 2015-16 assessment. Results in Black are from 2016-17.) | Students met the Satisfactory or higher success standard in the areas of Document formatting / (82.61%) (87.5%), Content Accuracy (95.83%) (70.43%), Spelling (84.51%) (90.43%), Punctuation  (2015-2016 punctuation was combined with grammar. No score for “Punctuation” alone (96.52%), Grammar (77.78%) (88.70%), and overall effect (82.61%).  Research appeared to be the weakness, 59.13% met the goal. Research improved (77.78%) | The students did not spend adequate time and effort on outside of class research and provide variety of sources of information. They relied on examples given in class and general discussion of the topics.The students that did not score well on research did not cite any additional resources. They only used textbook information. These same students then tried to ad lib and did not do well with organization. Five of the six students that did no additional research did poorly in spelling and/or grammar. Low research and/or content accuracy elements contributed to lower overall scores. 84% of the students indicating they learned from the assignment and thinking it was worthwhile, the class will continue with the assignment. 2015-2016:  The requirements are being met because sufficient time was spent reviewing the rubric and the expectations for the assignment. The research-requirement was collectively met by the course population. However, there were several students who failed to spend sufficient time gathering outside resources. The grammar scores were low because the students ignored, or were unaware of the text editor and grammar correct functions within Microsoft Word. | To strengthen the student’s content accuracy and research, examples of Security and Information system compromises and how to avoid compromises will be provided in class. The faculty will place more emphasis on the need for research and content in the written paper. The faculty will stress the expectations for research of content and require a minimum of 4 sources and will spend some lab time to utilize internet research. The instructors will give more specific expectations and instructions on length of paper. In addition, the rubric will be reviewed with the class to insure they know how to meet the criteria. The librarian liaison for Business will be come to class to give the students research information. Students will also be given information on The Writing Center located in Shircliff Humanities on the Vincennes Campus.  2015-2016: Because of the emphasis on the Excel and Access programs, students don’t appreciate the importance of security in the real world technological environment. Prior to this assignment, the instructor will discuss the most current digital security breach and its implications on the business environment and consumers. Introducing single or double peer review sessions will help the students identify and correct grammar and punctuation errors. Peer reviews will also diversify and increase their awareness of the serious nature of the security i The goal of 70% of students meeting the objective of each component of the rubric. The goal for 2017-2018 will be increased to 80% of students to meet the objectives. |  |

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| **Business Management/Business Studies**  70% of students will rate "proficient" or higher in each section of the rubric.. | Students will offer a presentation on their managerial decisions in a business simulation. Areas that students will be presenting and evaluated on are Profit/Loss, Sales, Inventory, Operations, etc.  DIRECT, SUMMATIVE, INTERNAL | Students met the satisfactory or higher in two categories. “Sequencing of information” and “personal presentation techniques”. The scores were 79.7% and 76.3% respectfully. Students weakness appears to be in “Use of Graphics” and “Effectiveness”. Student’s scores were 52.5% and 59.3% respectively. | Students were give examples of acceptable past presentation slides and many students followed past patterns, which was acceptable. All slides were unique and not copied. The sequencing of the presentation made sense and made the presentation flow smoothly. Students personal presentation technique was also acceptable as they have been presenting for the past two years in other classes. As for “Use of Graphics” and “Effectiveness”, students were weak. Students did not use the proper graphs for some data and could not interrupt the graph properly. Sometimes size of the graphs were too small making it difficult to read. “Effectiveness” we also an issue as the graph did not tell the full story. The reason for this was because students did not include all the data into the graphs | In order to improve “Use of Graphs” and “Effectiveness” I would recommend that more direction is given to the students as to what can be included in each class; however, this will eliminate some critical thinking opportunities for the student. Instructor’s choice. More emphasis will be given when demonstrating past graphs as to the size, format, data included, etc. Perhaps the students will also emulate the quality as well as the sequencing of example graphs. |  |

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| **Business Office ManagementTechnology**  100% of the students will pass the MOS test for Microsoft Word 2013 with a minimum of 700 points out of 1,000 points, within a 50- minute timed testing environment, using no notes, help, or other assistance.  N=  2015=14  2016=18  2017=15 | Upon graduation students must be able to use the advanced functions of Word software in a fast, efficient manner during their workday to complete complex tasks, create documents, and assist others in the office.  DIRECT, SUMMATIVE  EXTERNAL, COMPARATIVE | Each student pays an $90 lab fee that allows them to have 2 attempts taking the Microsoft MOS certification exam. During the last week of the course, the students report to the Assessment Center in the library on campus to take this exam. They have previously completed all of the course work and practiced using the GMetrix software for test preparation. The sample sizes for each year are indicated at the bottom of the first column (at the far left) | Strengths shown from the 2016 test results were that students scored 84% overall performing the creation of tables and lists; 75% on creating and managing documents, 73% applying references, and 72% inserting and formatting objects. Weaknesses (lower scores) were in the following area: Students scored 70% formatting text, paragraphs, and sections. **An analysis of 2016 showed that 94% of the students passed the exam; for 2017, 93% of the students passed the exam.** At the Vincennes Main Campus, students scored an average of 787/1000 points. At the Jasper campus, students scored an average of 862/1000 points. | For the 2017-18 school year, additional *new* assessments must be selected. At VU, we have a very thorough assessment program, and all departments are to assess 2 different program objectives, using 2 unique projects (for a total of 4 assessments). For the coming academic year, the new assessments in the Business Office Management Technology area will shift focus to Excel and Records Management, as these 2 areas have not yet been assessed in the past 6 years using the VU methods. |  |

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| **Computer Programming**  80% of the students will attain satisfactory (not needed revision) on assessment of the following tasks:  1-Create an Order Calculation Application - Mathematical Operations  2-Create an Order Calculation Application - Multi-form/Output variables  Students will be given a project with requirements to develop and code a simplistic Order Calculation Screen. This project will assess the ability of students to successfully create a GUI with proper control types (buttons, checkbox, calculations). Students will be challenged to program the controls and the required mathematical operators in order to calculate totals based on user input. Additionally, students will be assessed on the proper formatting of output variables. | Conducted in COMP 177, Introduction to Visual Programming, as a final project --course offered each semester.  Computer Programming students should design and code software applications that interact effectively and efficiently with end users. The GUI (Graphical User Interface) should be designed with efficient use of space and effective presentation of information. Consideration should be given to use of controls and accuracy of mathematical calculations. http://www.acm.org/education/curricula-recommendations/  Competencies:  #28. Demonstrate best practices for designing end-user computing interfaces.  #33. Use a programming or a scripting language to solve a problem. | For Fall 2016  Task 1-  93% (14 out of 15 Students Achieved Satisfactory). The students achieving satisfactory were able to successfully create an order calculation application performing a mathematical operation.    7% (1 out of 15 students Achieved Needs Revision). The students achieving needs revision did not successfully create the mathematical operation per the project specification.  Task 2- 100% (15 out of 15 Students Achieved Satisfactory). The students achieving satisfactory were able to successfully create an order calculation application containing multiple forms and using variables.    This does meet the success standard of 80% of student achieving satisfactory status on rubric element. | Students performed above the set success criteria. I believe this can be attributed to the fact that the IT Department started putting a focus on completion/retention of students in this course (Fall 2016). COMP177 is the introductory course for all programming/IT majors, which makes completion of this course crucial for students to proceed on in their degree path.  Additionally circumstances beyond our control, forced the IT Department to find an adjunct to teach the course mid-way through the semester. This actually became an opportunity for an adjunct to teach this course (3 sections), and only this course. I believe that having a dedicated instructor only prepping/teaching one course (content area) allowed for extra coaching and retention efforts within the course.  This will be data we will certainly monitor for trends as faculty teaching the course changes. | It is clear, based on the results of the project that students are learning the information required to be successful in achieving the goals of this outcome. |  |

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| **Information Technology**  80% of the students will attain satisfactory (not needed revision) on assessment of the following tasks:  1-Create Flowchart(s) for GUI Application and  2-Create Pseudocode for GUI Application    Students will be given project described with Business Acumen and be expected to follow the steps within the SDLC process to complete the entire application. This project will assess the ability of students to successfully complete step 1 in the SDLC process. Students will need to comprehend the business scenario in order to create the proper flowcharts and Pseudocode for the application. This first step in the SDLC process is critical to project success. Students will submit Flowcharts in a multi-media format of their choice.  A rubric will be used to grade the project. | This project is completed in the COMP 203 class. The Information Technology degree is a transfer program for students wishing to earn a BS degree. The assessment is:  DIRECT, SUMMA-TIVE, INTERNAL, COMPAR-ATIVE | Fall 2016--  Task 1 and 2-  75% (9 out of 12 Students Achieved Satisfactory). The students achieving satisfactory were able to both create a flowchart and provide pseudocode per the project specification.  25% (3 out of 12 students Achieved Unsatisfactory).  The students achieving unsatisfactory did not create both a flowchart and pseudocode per the project specification.  This does not meet the success standard of 80% of student achieving satisfactory status on rubric element.  This is a new assessment for the Information Technology Program, to align with the VU Assessment 3-year rotation of program assessment. | Students did not like completing either task in this assessment. In Fall of 2016 the Computer Programming courses were enhanced to include the entire SDLC when given projects such as the one used in this assessment. The students who did not complete both Task 1 and Task 2 did not do so because they felt it was not necessary or did not know how to develop both a flowchart and pseudocode. The assessment did not meet satisfactory results but I am still pleased of the outcome noting that this is the first course in which the SDLC was introduced and required of students completing projects. This validate the need to teach students about this topic area. Students cannot simply just "google" how to complete a flowchart and pseudocode. | This assessment tool will continue to be used in the future, as it demonstrates areas that need greater focus in the course. Students will be required to complete Task 1 and 2 before their subsequent program application work will be graded. This will improve the assessment results. |  |

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| **IT Support and Cyber Security**  65% of the students will score at a level of ‘Expert’ (90% or higher) on all dimensions of the checklist. This is the second year for this project with two data points available at the time of this report. | IT Support and Cyber Security degree students administer both desktop and server operating systems and design computer networks. The Windows Server 2012 R2 Installation and Configuration project is given in the CNET 237 course.  DIRECT,  FORMATIVE, INTERNAL | 100% of students have consistently achieved a level of expert (90% or higher) on all dimensions of the checklist over the past two years of this assessment project. | Examining the results of this assessment showed 100% of students understand how to install and configure Windows Server 2012 R2 Server Core and restore a command prompt window, set the time, date, and time zone, network address, setting the firewall to accept ping packets and setting computer and workgroup names. | This assessment tool will continue to be used in the future, as it demonstrates a student’s ability to successfully install a Windows Server 2012 R2 Server Core operating system. Students demonstrated knowledge of how to navigate and configure an operating system that does not have a graphical user interface. |  |