

**Assessment Findings and Curricular Improvements**  
**School of Business and Economics**  
**Undergraduate Program(s)**  
**AY2009-AY2013**  
**(FA2008-SP2013)**

**Assessment Measures**

In January 2013 the Department of Business and Economics was elevated to the School of Business and Economics. As such we are going to refer to ourselves as the School of Business and Economics throughout this report. The School of Business and Economics uses the following measures to assess School learning outcomes:

- Grades, course evaluations, and enrollment totals for the capstone course: Strategy (MGT575/MGT475)
- Grades, course evaluations, and enrollment totals for gateway intermediary courses: Statistics (ECON323/223) and Financial Management (MGT426/MGT226)
- Grades, course evaluations, and enrollment totals for gateway courses: Macro and Micro Economics (ECON 101/102); Microcomputer Business Applications (MGT218) and Financial Accounting (ACCT305).
- Pass rates on comprehensive exams
- Student Perception Surveys

**Assessment Findings**

**Senior Seminar Discussion:**

The School of Business and Economics analyzed course grade, evaluation, and enrollment data in MGT 575/MGT 475 Strategic Management for a five-year period (Attachment 1). During this period, enrollment in the capstone course has varied ranging from 25 to 42 students. The senior capstone course continued the use of case studies which allowed students apply concepts and frameworks to practical situations. Students were evaluated on their ability to clearly and concisely communicate with their peers and the instructor through (a) participation, (b) memos, and (c) formal presentations. Overall, these requirements placed a greater emphasis on practice and communication throughout the course design and grading. These changes were implemented during the previous period and were intended to improve the National Survey scores which were low in critical thinking, expectations of written and oral presentations, analyzing and synthesizing information (rather than memorizing), and applying theory to practical problems. By 2013, the School of Business and Economics score reached the same level as the overall CUA measure and Carnegie Peers (Attachment 9)

The average grade for the course reached a high of 3.60 in Fall 2010 and then began to drop to an average grade 2.75 by Spring 2013. About 37% students received an A or A- over the five-year period and 83% received B- to A. Over this time period, only five out of 348 students were required to repeat the course due to failure (receiving D or F). In addition, student evaluations of the instructors has hovered around 9.6/10 from a low of 9.18 (Fall 2011) to a high of 9.79 (Spring 2009). Fall 2011 is an outlier in this trend and carries with it a large standard deviation of 1.49 compared to the average of about 0.7 (excluding this semester). In addition, the student judgment of the senior thesis demonstrates a similar trend fluctuating between 9.00 and 9.7 with Fall 2011, again, as an outlier with standard deviation twice as large as previous semesters.

### **Intermediary Course Introductory Course Discussion:**

**MGT426/MGT226 Financial Management** is a required core course for all students majoring in Business and Economics (Attachment 2). This course is designed to expose students to the terminology, techniques and basic concepts of financial management. It provides a survey of the main areas in financial management, financial markets and institutions, time value of money, and portfolio management. Particular emphasis is on financial instruments and institutions and the valuation of assets and risk management. It is expected that students will leave this course with a basic understanding of the financial decisions that business and financial managers must make, the analytical techniques appropriate for those decisions, and the effects those decisions have on the current market value of the firm's equity. The goals for student learning is that at the conclusion of the course, students be able to estimate the value of major financial instruments using time-value-of-money techniques and be able to conduct financial analysis and project analysis.

Students learning in this course are reinforced through homework assignments, conducting financial analysis, working on sample exams, and taking two mid-term tests and one final exam.

During the Fall 2008 to Spring 2013 period (excluding the summer sessions), the enrollment in MGT426/226 fluctuated between 28 (Fall 2008) to 68 (Spring 2013). The average number of students in this class, excluding the summer sessions, has been 38 students. Over the same period, the average grade has been 3.0 with the high of 3.55 (Spring 2013) and the low of 2.50 (Summer 2012); however, the average grade has been rising since Summer 2012. Overall, 41% of students received B-, B, or B+, 34% received A- or A, and 21% received C-, C, or C+ grades. Out of the 421 students who enrolled in this course (including summer) in the last five years only 11 students received F and 3 received D. Since the passing grade is a C-, this indicates 3.3% failed in this class. Over the same period, the average instructor's rating and the course rating has been 8.3 and 7.94, respectively.

**ECON 323 Statistics for Business and Economics** is one of the statistics courses required for all students majoring in the School of Business and Economics (Attachment 3). This introductory statistics course introduces them to the basic elements of probability and statistics, covers descriptive statistics, elements of probability theory, properties of discrete and continuous random variables, sampling estimation, hypothesis testing, analysis of variance and regression analysis. The application of these concepts to problem solving in business and economics is emphasized.

Students are assessed on the basis of regularly scheduled graded homework assignments, three hourly examinations, and a cumulative final exam. Homework assignments and hourly exams are oriented towards problem solving in applying the tools of statistical analysis to particular problems in business and economics and, as already noted above, to towards fostering an understanding of why and when their applications are statistically justifiable. Computer applications are stressed. Detailed solutions to homework assignments and to all hourly exams are provided to students so that they can better understand where they might have gone wrong or where they might have been less than complete in their answers to the questions.

Over the Fall 2009 to Spring 2013 time period, enrollment in ECON 323 has fluctuated between a low of 37 in Spring 2010 to its 76 in Fall 2012. The overall average grade for this course 2.82 over this period with the lowest average of 2.17 for Fall 2009 and a high of 3.01 in Spring 2011 and Spring 2012. Examining the trends in instructor and course evaluations, for the former, the overall average was 8.3 for the latter it was about 7.6. For a difficult core course in statistics, both sets of ratings seem to indicate that students appreciate the efforts of the faculty as well as the content of the course.

### **Introductory Course Discussion:**

**Economics 101 Principles of Macroeconomics** is a core course for all students majoring in Business and Economics and is also taken by students from other Schools such as the School of Arts and Sciences (especially from Politics) and the School of Engineering (Attachment 4). The course, which is taught within an opened economy context, has three main goals. The first is to help students understand the nature of certain macroeconomic problems and institutions. The second is to help students master certain tools of macroeconomic analysis, and the third is to help students develop an ability to critically apply these tools to the macroeconomic problems that our society confronts. Some of the material covered by the course includes foundational concepts such as opportunity cost and comparative advantage as well as macroeconomic concepts such as gross domestic product, economic growth, investment, inflation, labor markets and unemployment, monetary and fiscal policies, exchange rates, and international trade and globalization.

Students are expected to demonstrate not only technical but analytical and critical competence in all of these areas at the conclusion of the course.

Students are helped to think critically and analytically through the material by means of problems sets, in-class assignments, class participation, the provision of sample exam questions, and review sessions. Given that the tools available in on-line and other computer access tools provided by the market are not meeting the standard we set for this course, especially regarding analytical and critical thinking, problems set have been specifically designed by faculty for this course which address not only technical aspects but also current economic issues affecting the domestic and international economy. Students are assessed by their performance in the problems sets, class participation, and essay questions which emphasized critical and analytical thinking.

In assessing the macroeconomic component of the core curriculum, The School of Business and Economics analyzed course grades, course evaluations, and enrollment data in ECON 101 for a five year period (Fall 2008 through Spring 2013). This allows us to evaluate not only students' learning but also faculty performance and service to the School and the school, all essential goals of in our teaching.

The number of students enrolled in the course (excluding summer sessions) rose to a high of 132 in Fall 2009 and dropped to a low of 68 in Spring 2011 and since then has risen to 97 in Spring 2013. This is so because typically students enroll in this course before taking its corresponding course in microeconomics (ECON 102). It also registers a higher level of enrollment overall because in addition to majors in our School, this course is also taken by students from other Schools in the School of Arts and Sciences (especially Politics) as well as the School of Engineering. Grades and evaluations have been typically lower than other courses offered by the School. Several have been found to be the reasons for this outcome. Being the first rigorous course students take in our School, it often serves as a selection tool for students. In addition, often students are ill prepared mathematically. To address this issue, students have been encouraged to take a remedial math course offered by the Mathematics School, at our request. Yet, often they do take this course contemporaneously and thus they are unable to cope with the material. Given that the course serves mainly freshmen students, the results may reflect the performance of students across the academic spectrum, thus indicating misplacement of these students university wise. The results may also reflect the School partial reliance on adjuncts to teach the course. In some cases, adjuncts have not been renewed due to their teaching performance. The student evaluations also reveal that the course ratings of the course are below 7.0 even when the course is taught by full-time faculty. Some of this may be attributable to the class size and possibly

other factors. Overall, the trend shows that the average grade has been rising from a low of 2.01 in Fall 2009 (with the highest number of students enrolled) to a recent high of 3.24 in Spring 2013.

**Economics 102 Principles of Microeconomics** is taken by all students majoring in Business and Economics (Attachment 5). The fundamental objective of this course is to begin to teach students how to think like an economist and introduce them to the tools of microeconomic analysis. This includes emphasis on thinking at the margin, the economic concept of opportunity cost, the gains from trade, the competitive market model and its applications, the concept of arbitrage, the time value of money, the behavior of firms and consumers, non-competitive markets and their impacts on welfare, and market failures and the attendant role of government in addressing them. Students are expected to demonstrate competence in all of these topic areas, both intuitively and technically. Students are requested to demonstrate their technical understanding through the application of the quantitative/graphical tools introduced in class to address microeconomic issues and problems.

Student learning in this course is reinforced through liberal house hours, homework assignments, in-class quizzes, the provision of sample exam questions, the assignment of online teaching materials, and review sessions. Students are assessed by evaluating their answers to essay questions.

The number of students enrolled in the course has been around 88 per semester (excluding summer sessions) with a low of 68 in Spring 2012 and a high of 113 in Fall 2013. In part due to the course's rigor relative to backgrounds of the students, the average grade in the course is around 2.0. The lowest average grade was 1.88 in Fall 2008 and the highest average was 2.95 in Fall 2011, however, since then it has dropped to 1.99 in Spring 2013. Despite this low average, the ratings of the instructor(s) and the course were about 7.9 out of ten (excluding summer sessions).

**MGT218 Microcomputer Application in Business** is gateway course which was not included in the previous 5-year assessment but will be presented in this assessment (Attachment 6). This course is intended to provide an introductory overview of the business and the use of microcomputer and its applications in business, emphasizing the use of spread sheets and database in the day-to-day operation of a business.

Overall, during fall 2008 to Spring 2013, the number of students enrolled in this course ranged from a low of 43 in Spring 2010 to a high of 126 in Fall 2011 with an overall average of 84 students per semester (excluding summer sessions). The overall average grade (excluding summer sessions) was 3.15 with a low of 2.90 in Spring 2010 and a high of 3.38 in Spring 2013. This indicates very little variations over the years. The instructor and course ratings hovered around an overall average of 8.7 and 8.5, respectively. The lowest

instructor's rating was 5.98 out of ten for Fall 2008, an outlier, after which rating remained close to the average.

Overall, 50% of students received B-, B, or B+, 36% received A- or A, and 11% received C-, C, or C+ grades. This indicates an overwhelming number of students (86%) passed with A & B grades. Out of 854 students who enrolled in this course (including summer) in the last five years only 5 students received F and 15 received D. Since the passing grade is a C-, this indicates just a little over 2% failed in this class. Over the same period, the average instructor's rating and the course rating has been 8.8 and 8.6 out of ten, respectively.

**ACCT305 Introductory Accounting** is another gateway course which was not included in the previous 5-year assessment but will be presented in this assessment (Attachment 7). This course is taken by all students majoring in Business and Economics. It is designed for both users and producers of accounting data. There is a balanced coverage of procedures used to prepare financial statements, the measurement theories underlying the procedures and the economic environment in which accounting operate. It provides analysis of financial statement information. There is minimal focus on bookkeeping techniques, but includes adequate conceptual preparation in accounting processes for students intending to take additional courses. ACCT305 is the basis for most courses and as such it was decided to reduce the large accounting class to a maximum of 15 students to student-faculty interaction. The data provided in the attachment provides supports and validates this move.

Overall, during fall 2008 to Spring 2013, the number of students enrolled in this course ranged from a low of 42 to a high of 93 with an overall average of 59 students per semester. The overall average grade (over Fall 2008 to Spring 2013) was 2.89 with a low of 2.48 in Spring 2010 and a high of 3.10 in Spring 2009. The overall average instructor and course ratings over the same period were 7.10 and 6.89, respectively. The lowest average instructor's rating and a semester was 3.30 and for course rating was 4.47, both in Fall 2009. Since then it has significantly risen to above 9.0. This trend shows that limiting the class to 15 has been successful.

Overall, 57% of students received B-, B, or B+, 18% received A- or A, and 23% received C-, C, or C+ grades. During this period, 5 students received an F and 8 students received a D.

### **Senior Comprehensive Examination:**

All students are required to take a senior assessment to graduate. Students are provided with sample questions to facilitate preparation. Faculty are encouraged to make themselves available to students who are preparing for the exam. Upon examination of the comprehensive examination data (Attachment 8), the number of

students who fail the senior assessment has remained in single digits but, due to the overall decrease in the number of students taking the comprehensive, saw a slight increase in the relative percentage (10.89%) of failures. The School will monitor the comprehensive pass rate over the next years to ensure the percentage does not significantly increase. In any event, virtually all students pass the exam within two attempts. It should also be noted that the senior assessment is a rigorous exam. In the field of accounting for example, a field with an above average failure rate, the exam has been compared by alum to the CPA exam in terms of rigor.

One possible strategy to improve the pass rate has been for a faculty member in each major to offer a formal review session. This has resulted in the failure rate from 15% in the previous 5 year assessment to drop to a little below 11%. We will continue this practice and possibly further reviews prior to the exams.

### **Perceptions of General Education Outcomes by Business and Economics Majors:**

Each spring, the School of Business and Economics uses the National Survey of Student Engagement (NSSE) to benchmark the general education outcomes of its senior students against senior students enrolled in Catholic University, Carnegie Peers, and the entire NSSE participant group (Attachment 9).

Seniors in the School of Business and Economics view their proficiency in all general education areas. Of particular interest is the type of papers required of our students (more likely to be shorter (5-19 pgs or 0-5 pgs)) than other averages. The latest report shows that the average length of papers written by our students is 11.7 pages compared to 8.4 for CUA and 7.2 by Carnegie students. This is in keeping with the focus on the practice of business analysis rather than intense research. In addition, our students find the need to memorize the many formulas in finance, accounting, and economics more than our peers at CUA and nationally (score of 3.3 vs 2.7 for CUA or other institutions). In our previous 5-year assessment we stated that “Our School must work on integrating analyzing, synthesizing, making judgments, and applying theory in our curriculum.” The NSSE 2013 average score for these measures for our students is about 3.0 (out of 4) which is in par with other institutions. Our efforts in improving analytical and critical thinking, learn effectively on their own, and solve complex real-world problems, all areas of weakness compared to peers at CUA and nationally in the past, has been a successful based on the report in attachment 9 which shows we have reached the same level or surpassed the average for CUA or other institutions. While, this is encouraging, however, we should not stop at these average rather should continue improving in these areas.

## **Curricular Improvements**

There were no curriculum changes during 2008-2009 and 2009-2010 academic years. However, significant changes were made in the next three academic years. These changes are described below:

- Starting in the Fall 2010, our school renumbered numerous courses from 500 level to 200, 300, or 400 level to reflect the fact that those 500 level course numbers were reminiscence of the time that we had master programs. The new numbering reflected the year that student had to take the particular course.
- Starting in the Fall 2011 of the academic year 2011-2012, the Management of Information System major was dropped from the curriculum due to very low enrollment in this major. Furthermore, B.S.B.A. in International Business was changed to B.A. in International Business and its curriculum was changed to allow students to minor in a modern language.
- Starting in the Fall 2012 of the academic year 2012-2013, several remaining 500 level economic courses were renumbered. Also, ECON324 (Statistics II) was replaced with the MGT365 (Quantitative Methods of Decision Making) for all programs except the Economics programs.
- Conscious efforts were made by the chair and the faculty to further incorporate ethics in their courses.

These changes paved the way for separation from the School of Art & Sciences, unofficially, during the Fall 2012 and officially by the Spring 2013. This is reflected in the enrollment numbers provided in the Attachment 10. In the Fall 2008, 2009, 2010, the total enrollment were 347, 347, and 339, respectively. However, in the subsequent years, Fall 2011, 2012 and 2013, the total enrollment increased to 363, 452, and 508, respectively.



# ASSESSMENT TABLES

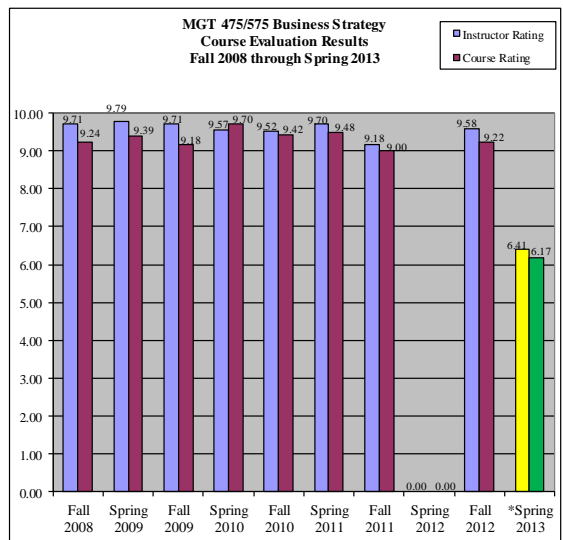
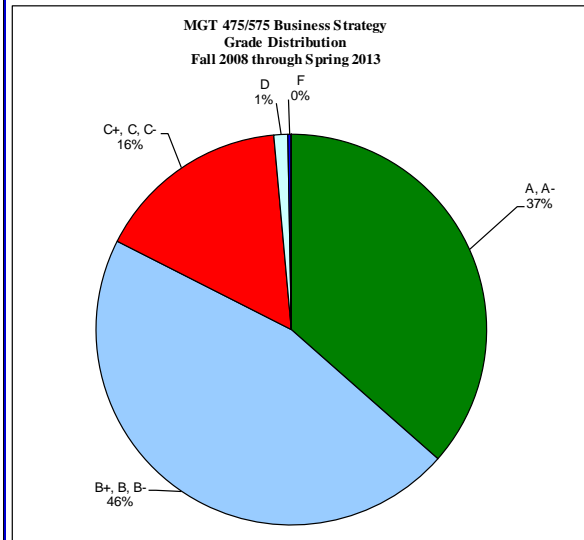
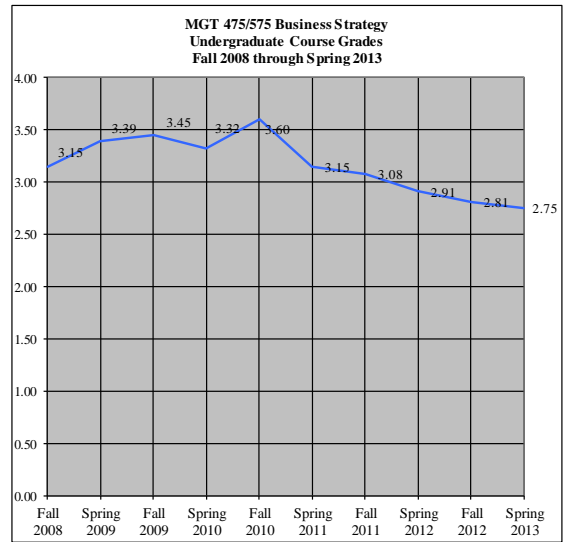
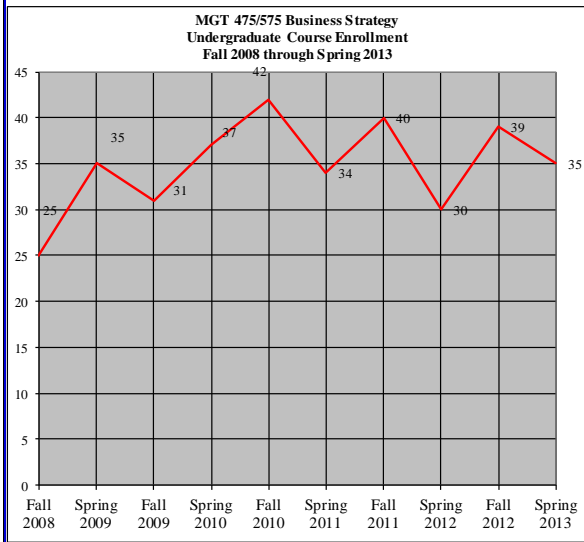
# ATTACHMENT 1

THE CATHOLIC UNIVERSITY OF AMERICA  
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## COURSE SUMMARY DATA: SCHOOL OF BUSINESS AND ECONOMICS MGT 475/575 Business Strategy

Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results						
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
				A, A-	B+, B, B-	C+, C, C-	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	25	3.15	0.58	7	15	3						21	84.00%	9.71	0.56	9.24	0.94
Spring 2009	35	3.39	0.41	13	22							33	94.29%	9.79	0.48	9.39	0.95
Fall 2009	31	3.45	0.50	15	16							28	90.32%	9.71	0.53	9.18	0.94
Spring 2010	37	3.32	0.74	18	14	5						23	62.16%	9.57	1.08	9.70	0.56
Fall 2010	42	3.60	0.50	26	15	1						31	73.81%	9.52	0.72	9.42	0.75
Spring 2011	34	3.15	0.84	14	12	7	1					23	67.65%	9.70	0.63	9.48	0.79
Fall 2011	40	3.08	0.98	17	13	8	1	1				34	85.00%	9.18	1.49	9.00	1.87
Spring 2012	30	2.91	0.82	8	12	10						0	0.00%				
Fall 2012	39	2.81	0.63	5	24	9	1					33	84.62%	9.58	0.87	9.22	1.31
Spring 2013	35	2.75	0.66	4	17	13	1					29	82.86%	6.41	0.78	6.17	1.31

\*Spring 2013 used a different evaluation form, in which instructors and courses are reated on a 7-point scale



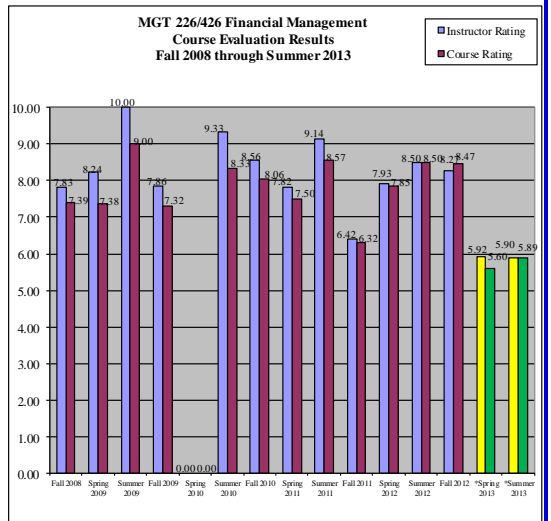
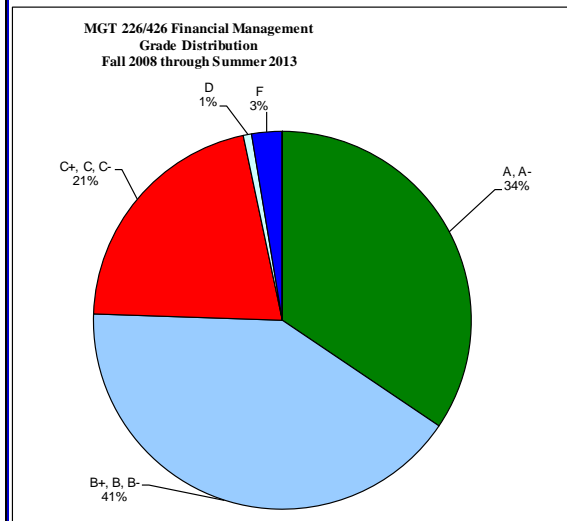
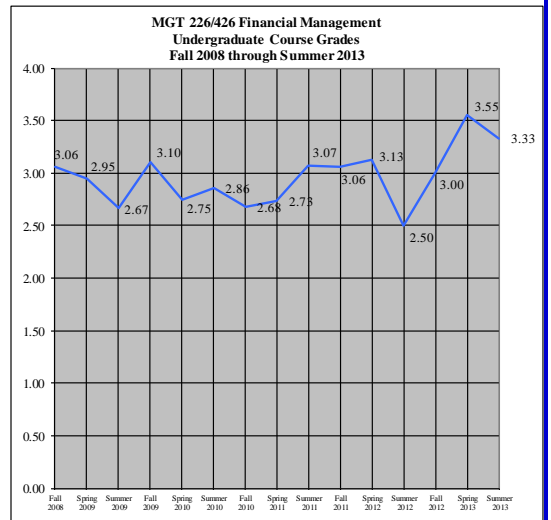
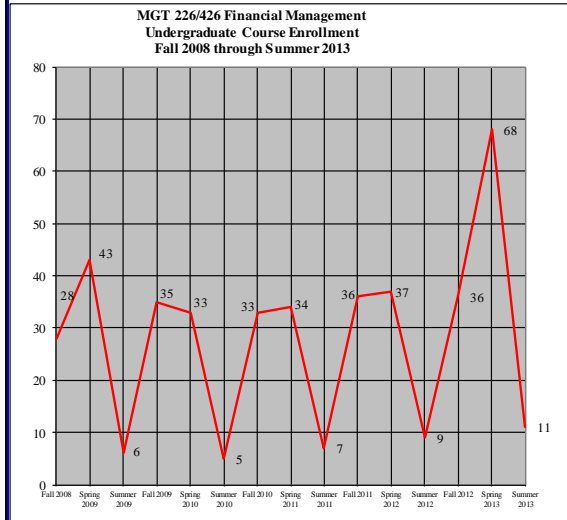
## ATTACHMENT 2

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### COURSE SUMMARY DATA: SCHOOL OF BUSINESS AND ECONOMICS MGT 226/426 Financial Management

Term	Undergraduate Course Enrollment	Course Grade		Course Grades								Course Evaluation Results					
				Grade Distribution								Course Eval.		Instructor Rating		Course Rating	
				A, A-	B+, B, B-	C+, C, C-	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	28	3.06	0.61	7	16	5						18	64.29%	7.83	1.38	7.39	1.24
Spring 2009	43	2.95	0.67	9	23	11						25	58.14%	8.24	1.74	7.38	2.16
Summer 2009	6	2.67	1.39	1	4							4	66.67%	10.00	0.00	9.00	0.82
Fall 2009	35	3.10	0.83	11	18	5			1			22	62.86%	7.86	1.91	7.32	1.55
Spring 2010	33	2.75	1.00	8	13	10			2			0	0.00%				
Summer 2010	5	2.86	0.50		4	1						3	60.00%	9.33	0.58	8.33	1.53
Fall 2010	33	2.68	1.00	6	16	8	1		2			18	54.55%	8.56	1.10	8.06	1.89
Spring 2011	34	2.73	1.20	7	14	11			2			22	64.71%	7.82	1.87	7.50	1.57
Summer 2011	7	3.07	1.03	4	1	2						7	100.00%	9.14	1.21	8.57	1.90
Fall 2011	36	3.06	0.75	11	17	8						31	86.11%	6.42	2.39	6.32	2.51
Spring 2012	37	3.13	0.95	14	15	6	1		1			27	72.97%	7.93	2.04	7.85	1.92
Summer 2012	9	2.50	0.39		3	6						4	44.44%	8.50	1.29	8.50	1.91
Fall 2012	36	3.00	1.10	17	6	11			2			30	83.33%	8.27	1.91	8.47	1.66
Spring 2013	68	3.55	0.60	46	17	4	1					50	73.53%	5.92	1.47	5.60	1.63
Summer 2013	11	3.33	0.60	4	6	1						10	90.91%	5.90	1.97	5.89	2.09

\*Spring and Summer 2013 used a different evaluation form, in which instructors and courses are rated on a 7-point scale



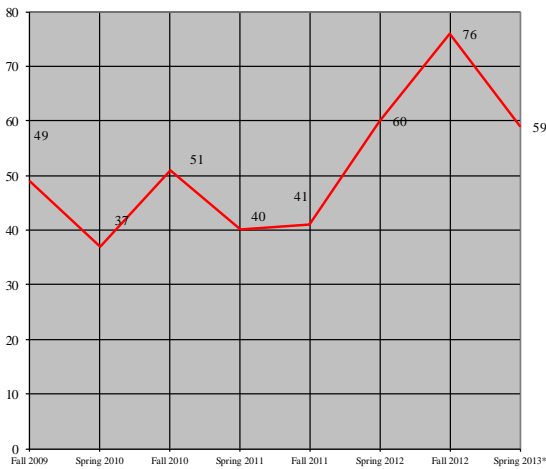
### ATTACHMENT 3

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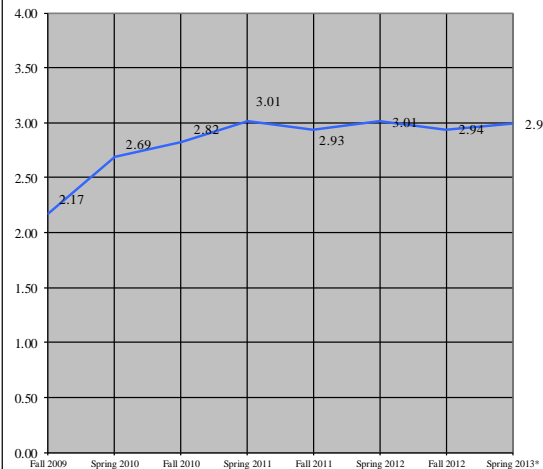
#### COURSESUMMARY DATA: SCHOOL OF BUSINESS AND ECONOMICS ECON 223 Statistics for Business & Econ

Term	Undergraduate Course Enrollment	Course Grade		Course Grades							Course Evaluation Results						
		Avg.	StDev.	Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2009	49	2.17	0.91	3	14	21	10	1				0	0.00%				
Spring 2010	37	2.69	0.90	7	16	12	1	1				30	81.08%	9.00	1.49	8.31	2.09
Fall 2010	51	2.82	0.73	17	15	16	2	1			1	39	76.47%	8.36	1.50	7.10	2.28
Spring 2011	40	3.01	0.95	16	14	8	1	1				0	0.00%				
Fall 2011	41	2.93	0.81	9	21	10		1				36	87.80%	8.89	0.95	8.17	1.38
Spring 2012	60	3.01	0.86	23	21	13	2	1				55	91.67%	8.13	1.81	7.34	2.07
Fall 2012	76	2.94	0.86	24	26	23	1	2				58	76.32%	7.53	2.15	7.14	1.70
Spring 2013*	59	2.99	0.68	15	28	16						44	74.58%	5.34	1.87	5.09	1.89

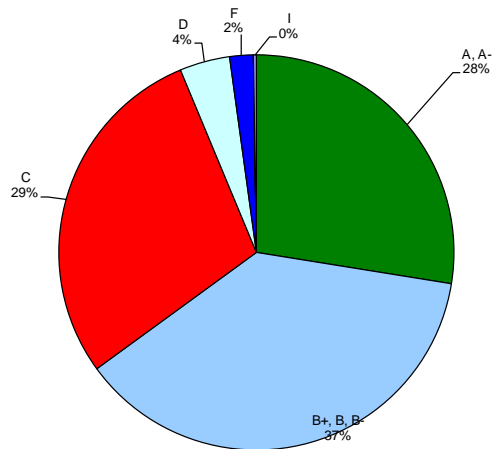
**ECON 223 Statistics for Business & Econ  
Undergraduate Course Enrollment  
Fall 2008 through Summer 2013**



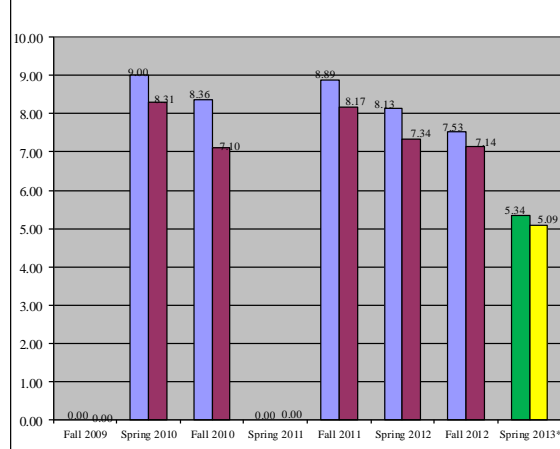
**ECON 223 Statistics for Business & Econ  
Fall 2008 through Summer 2013**



**ECON 223 Statistics for Business & Econ  
Grade Distribution  
Fall 2008 through Summer 2013**



**ECON 223 Statistics for Business & Econ  
Course Evaluation Results  
Fall 2008 through Summer 2013**



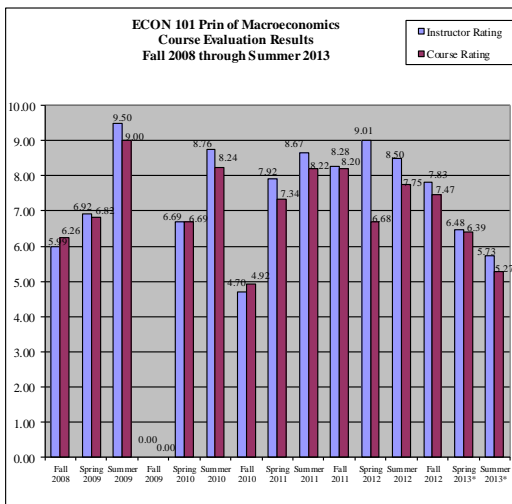
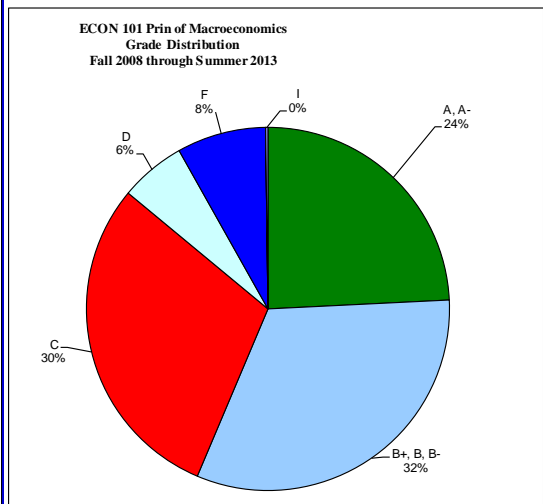
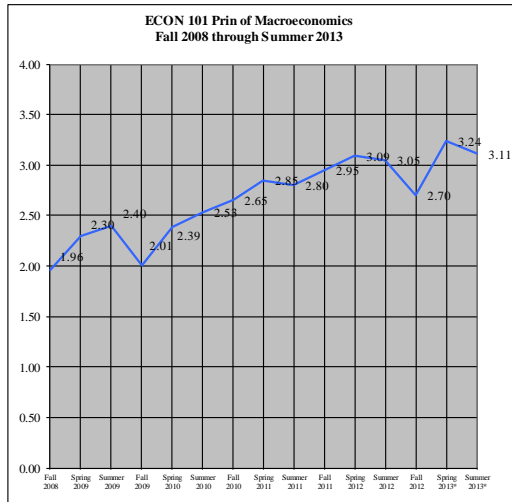
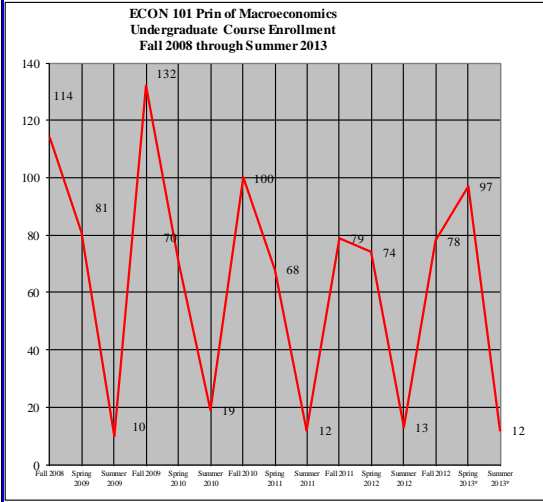
\*Spring and Summer 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

# ATTACHMENT 4

THE CATHOLIC UNIVERSITY OF AMERICA  
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## COURSE SUMMARY DATA: SCHOOL OF BUSINESS AND ECONOMICS ECON 101 Prin of Macroeconomics

Term	Undergraduate Course Enrollment	Course Grades										Course Evaluation Results					
		Course Grade		Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	114	1.96	1.08	9	24	53	9	16			76	66.67%	5.99	2.36	6.26	2.15	
Spring 2009	81	2.30	1.16	13	25	27	7	9			63	77.78%	6.92	2.48	6.82	2.43	
Summer 2009	10	2.40	0.44		4	6					8	80.00%	9.50	0.76	9.00	0.58	
Fall 2009	132	2.01	1.15	11	30	60	8	23		2	0	0.00%					
Spring 2010	70	2.39	1.35	21	13	20	7	9			48	68.57%	6.69	2.72	6.69	2.35	
Summer 2010	19	2.53	0.52	1	8	10					34	178.95%	8.76	1.23	8.24	1.72	
Fall 2010	100	2.65	1.02	19	38	35	2	6			60	60.00%	4.70	3.02	4.92	2.66	
Spring 2011	68	2.85	1.05	20	29	9	8	2			50	73.53%	7.92	1.81	7.34	2.06	
Summer 2011	12	2.80	0.68	3	3	6					9	75.00%	8.67	1.32	8.22	2.05	
Fall 2011	79	2.95	1.00	27	33	13	3	3			60	75.95%	8.28	1.51	8.20	1.59	
Spring 2012	74	3.09	0.96	32	26	12	2	2			69	93.24%	9.01	1.36	6.68	1.40	
Summer 2012	13	3.05	0.77	3	7	3					8	61.54%	8.50	1.77	7.75	1.75	
Fall 2012	78	2.70	1.13	25	20	22	8	3			52	66.67%	7.83	2.11	7.47	2.34	
Spring 2013*	97	3.24	0.90	45	41	6	2	3			83	85.57%	6.48	0.88	6.39	0.84	
Summer 2013*	12	3.11	0.61	3	7	2					11	91.67%	5.73	1.85	5.27	2.10	



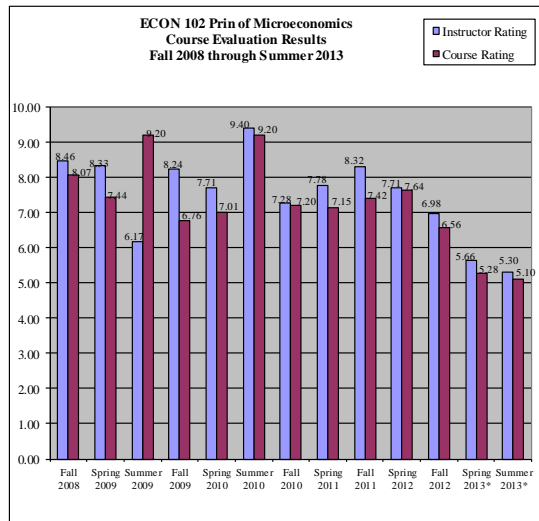
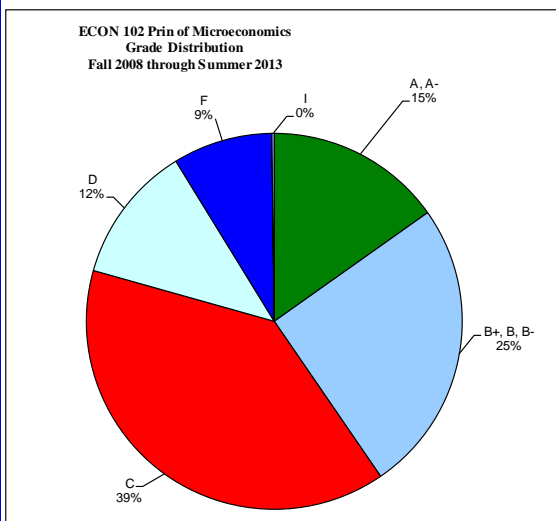
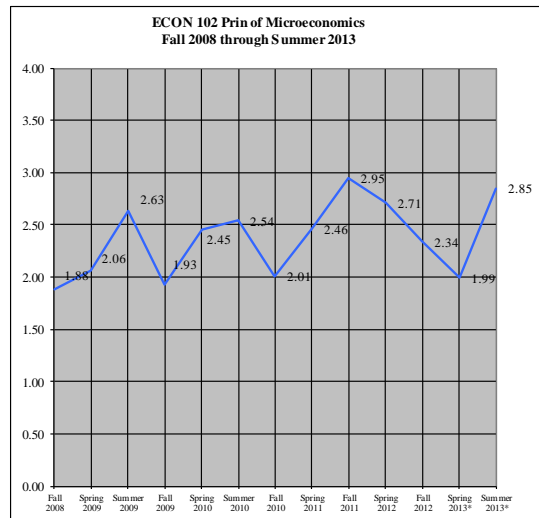
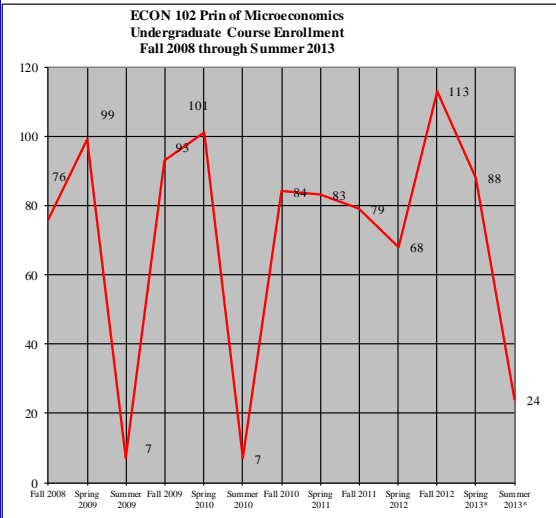
\*Spring and Summer 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

# ATTACHMENT 5

THE CATHOLIC UNIVERSITY OF AMERICA  
Planning, Institutional Research, Student Learning Outcomes Assessment

## COURSE SUMMARY DATA: SCHOOL OF BUSINESS AND ECONOMICS ECON 102 Prin of Microeconomics

Term	Undergraduate Course Enrollment	Course Grade		Grade Distribution							Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	Course Eval.		Instructor Rating		Course Rating	
											#	%	Avg.	StDev.	Avg.	StDev.
Fall 2008	76	1.88	1.12	7	13	32	14	10			46	60.53%	8.46	1.75	8.07	1.57
Spring 2009	99	2.06	1.29	22	10	37	17	13			80	80.81%	8.33	1.71	7.44	2.30
Summer 2009	7	2.63	0.70	1	3	3					6	85.71%	6.17	4.83	9.20	0.84
Fall 2009	93	1.93	1.22	12	19	30	18	14			25	26.88%	8.24	1.27	6.76	1.79
Spring 2010	101	2.45	1.07	15	36	37	4	9			72	71.29%	7.71	2.18	7.01	2.12
Summer 2010	7	2.54	1.50	3	1	2		1			5	71.43%	9.40	0.89	9.20	0.84
Fall 2010	84	2.01	1.04	9	14	44	8	9			60	71.43%	7.28	2.48	7.20	2.50
Spring 2011	83	2.46	1.11	18	18	37	4	6			54	65.06%	7.78	1.94	7.15	2.20
Fall 2011	79	2.95	1.00	9	35	34	9	3			66	83.54%	8.32	1.63	7.42	2.05
Spring 2012	68	2.71	0.88	16	22	25	5				42	61.76%	7.71	2.11	7.64	2.05
Fall 2012	113	2.34	1.08	16	39	37	13	8			86	76.11%	6.98	2.22	6.56	2.21
Spring 2013*	88	1.99	1.03	8	16	39	19	6		2	67	76.14%	5.66	1.52	5.28	1.58
Summer 2013*	24	2.85	0.98	6	10	7		1			7	29.17%	5.30	1.86	5.10	2.31



\*Spring and Summer 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

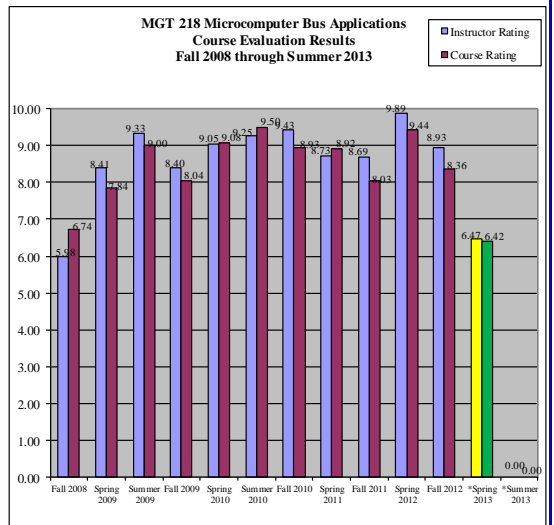
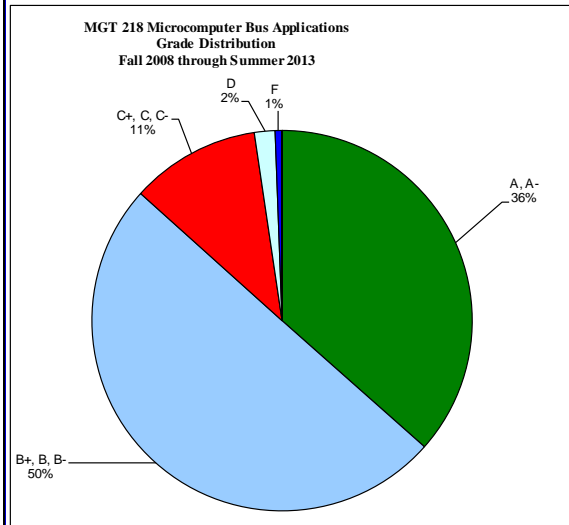
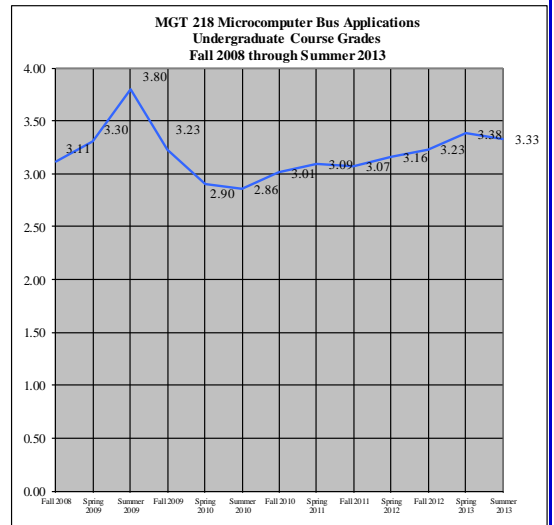
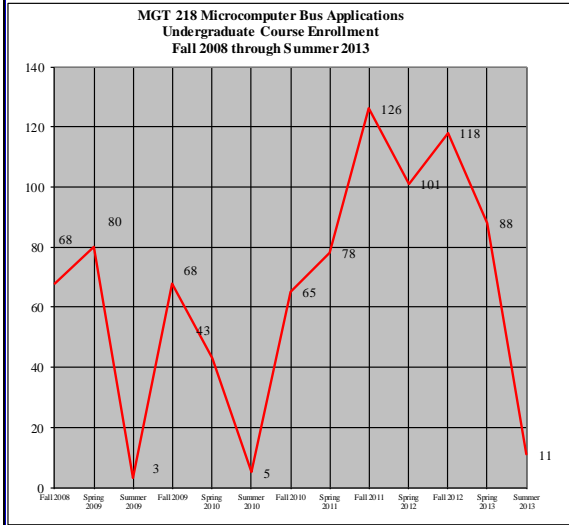
# ATTACHMENT 6

THE CATHOLIC UNIVERSITY OF AMERICA  
Planning, Institutional Research, Student Learning Outcomes Assessment

## COURSESUMMARY DATA: SCHOOL OF BUSINESS AND ECONOMICS MGT 218 Microcomputer Bus Applications

Term	Undergraduate Course Enrollment	Course Grade		Course Grades								Course Evaluation Results					
				Grade Distribution								Course Eval.		Instructor Rating		Course Rating	
				A, A-	B+, B, B-	C+, C, C-	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	68	3.11	0.64	22	33	13						54	79%	5.98	2.81	6.74	2.41
Spring 2009	80	3.30	0.66	34	42		4					56	70%	8.41	1.58	7.84	1.96
Summer 2009	3	3.80	0.17	3								3	100%	9.33	1.15	9.00	1.73
Fall 2009	68	3.23	0.62	27	33	8						55	81%	8.40	0.93	8.04	1.00
Spring 2010	43	2.90	0.67	6	31	5		1				38	88%	9.05	0.87	9.08	0.91
Summer 2010	5	2.86	1.66	2		2		1				4	80%	9.25	0.96	9.50	0.58
Fall 2010	65	3.01	0.63	16	39	10						60	92%	9.43	1.66	8.93	1.30
Spring 2011	78	3.09	0.75	24	41	9	4					48	62%	8.73	1.07	8.92	1.13
Fall 2011	126	3.07	0.85	46	55	22		3				89	71%	8.69	1.59	8.03	1.93
Spring 2012	101	3.16	0.66	32	58	9	2					18	18%	9.89	0.32	9.44	1.29
Fall 2012	118	3.23	0.72	50	54	9	5					103	87%	8.93	1.12	8.36	1.47
Spring 2013	88	3.38	0.64	46	34	8						75	85%	6.47	1.06	6.42	1.05
Summer 2013	11	3.33	0.60	4	6	1						0	0%				

\*Spring and Summer 2013 used a different evaluation form, in which instructors and courses are rated on a 7-point scale

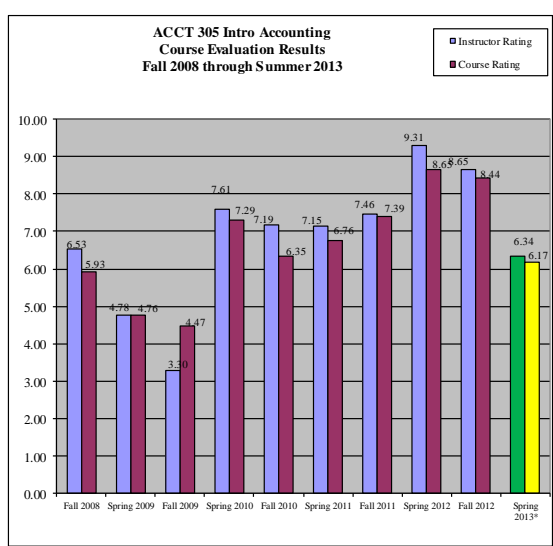
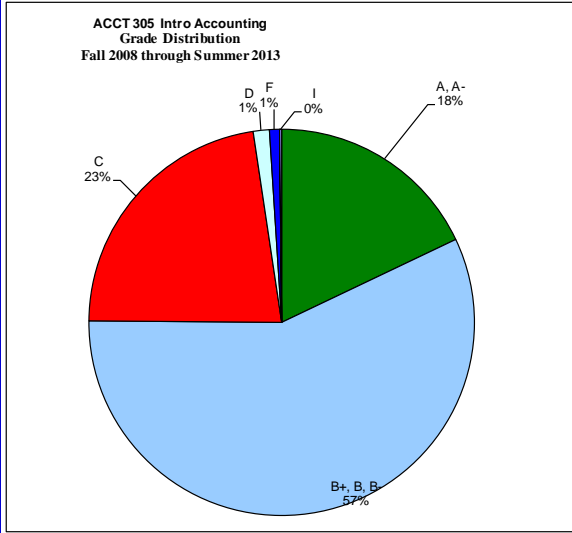
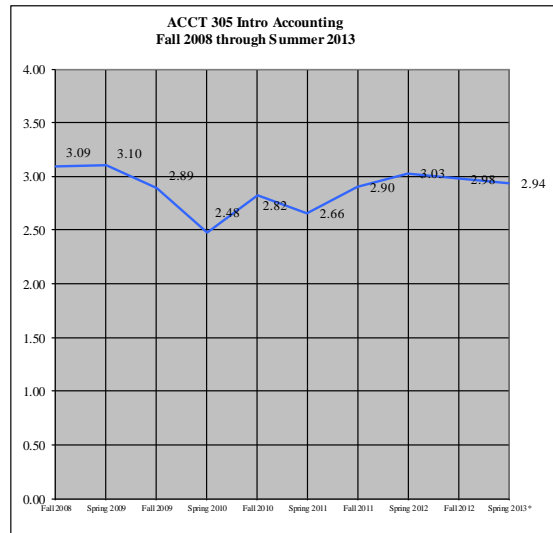
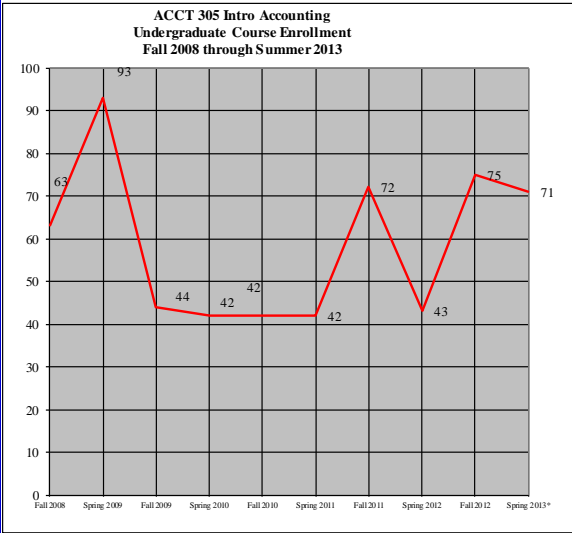


# ATTACHMENT 7

THE CATHOLIC UNIVERSITY OF AMERICA  
Planning, Institutional Research, Student Learning Outcomes Assessment

## COURSE SUMMARY DATA: SCHOOL OF BUSINESS AND ECONOMICS ACCT 305 Intro Accounting

Term	Undergraduate Course Enrollment	Course Grade		Course Grades								Course Evaluation Results					
				Grade Distribution								Course Eval.		Instructor Rating		Course Rating	
				A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	63	3.09	0.54	9	45	9						15	23.81%	6.53	1.55	5.93	1.79
Spring 2009	93	3.10	0.74	28	51	13			1			49	52.69%	4.78	3.02	4.76	2.67
Fall 2009	44	2.89	0.88	10	21	11	1					30	68.18%	3.30	2.51	4.47	2.62
Spring 2010	42	2.48	0.87	3	19	18			2			38	90.48%	7.61	2.57	7.29	2.55
Fall 2010	42	2.82	0.73	9	22	13	1		2		1	36	85.71%	7.19	1.82	6.35	2.27
Spring 2011	42	2.66	0.96	9	15	13	4		1			34	80.95%	7.15	2.18	6.76	2.40
Fall 2011	72	2.90	0.58	13	38	21						69	95.83%	7.46	1.63	7.39	1.70
Spring 2012	43	3.03	0.49	6	31	6						26	60.47%	9.31	1.23	8.65	1.74
Fall 2012	75	2.98	0.51	8	50	17						72	96.00%	8.65	1.63	8.44	1.44
Spring 2013*	71	2.94	0.61	11	46	12	2					61	85.92%	6.34	1.08	6.17	1.30



\*Spring and Summer 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale



**ATTACHMENT 8**

THE CATHOLIC UNIVERSITY OF AMERICA  
 Planning, Institutional Research, Student Learning Outcomes Assessment

**UNDERGRADUATE COMPREHENSIVE EXAMINATION RESULTS  
 SCHOOL OF BUSINESS AND ECONOMICS  
 AY2008-2009 to AY2012-2013**

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	47	88.70%		0.00%	6	10.00%	<b>53</b>
AY2009-2010	3	4.40%	55	80.90%		0.00%	10	10.00%	<b>68</b>
AY2010-2011	20	17.50%	89	78.10%		0.00%	5	0.00%	<b>114</b>
AY2011-2012	3	4.30%	65	92.90%		0.00%	2	0.00%	<b>70</b>
AY2012-2013	17	18.90%	64	71.10%	9	10.00%		0.00%	<b>90</b>
<b>TOTAL</b>	<b>43</b>	<b>10.89%</b>	<b>320</b>	<b>81.01%</b>	<b>9</b>	<b>2.28%</b>	<b>23</b>	<b>5.82%</b>	<b>395</b>

Note:

- 1) Milestone outcomes were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated in the students' milestone record.
- 2) Category "High Pass" includes both "High Pass" and "Pass with distinction".
- 3) The count in this table is based on the exam outcomes of all attempts in an academic year.

## ATTACHMENT 9

THE CATHOLIC UNIVERSITY OF AMERICA  
Planning, Institutional Research, Student Learning Outcomes Assessment

### 2013 National Survey of Student Engagement Mean Comparisons: Selected Catholic University General Education Goals School of Business and Economics: Seniors

*School of Business and Economics compared with:*

General Education Goals: Graduates will demonstrate proficiency in oral and written communication, including argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.	School of Business and Economics	Catholic University		Carnegie Peers		NSSE 2013				
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>During the current school year, about how much writing have you done? 1=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20</i>										
Number of papers, reports, or other writing tasks <b>up to 5 pages</b>	11.7	8.4		.52	7.2		.69	7.9		.56
Number of papers, reports, or other writing tasks <b>between 6 and 10 pages</b>	3.6	4.3		-.17	3.1		.12	3.7		-.01
Number of papers, reports, or other writing tasks <b>11 pages or more</b>	2.6	2.4		.04	1.9		.21	2.0		.15
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Writing clearly and effectively	2.9	2.9		.03	3.0		-.09	3.1		-.19
Speaking clearly and effectively	3.0	2.9		.13	2.9		.13	2.9		.07

*School of Business and Economics compared with:*

General Education Goals: Graduates will show facility in critical thinking and reasoned analysis.	School of Business and Economics	Catholic University		Carnegie Peers		NSSE 2013				
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
<b>Memorizing</b> course material	3.3	2.7	*	.67	2.8	*	.63	2.7	*	.68
<b>Applying</b> facts, theories, or methods to practical problems or new situations	3.2	3.1		.12	3.1		.03	3.2		.02
<b>Analyzing</b> an idea, experience, or line of reasoning in depth by examining its parts	3.0	3.1		-.12	3.1		-.11	3.1		-.14
<b>Evaluating</b> a point of view, decision, or information source	2.9	3.0		-.11	2.9		.02	3.0		-.08
<b>Forming</b> a new idea or understanding from various from various pieces of information	2.8	2.9		-.13	2.9		-.12	3.0		-.19
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	3.2	3.2		.00	3.3		-.09	3.3		-.13
Analyzing numerical and statistical information	3.2	2.5		.71	2.9	*	.36	2.8		.40
Solving complex real-world problems	2.8	2.7		.04	2.8		-.04	2.8		-.05

**2013 National Survey of Student Engagement Mean Comparisons:  
 Selected Catholic University General Education Goals  
 School of Business and Economics: Seniors**

*School of Business and Economics compared with:*

General Education Goals: Graduates will demonstrate an understanding of scientific and quantitative reasoning.	School of Business and Economics	Catholic University		Carnegie Peers		NSSE 2013		
		Mean <sup>a</sup>	Mean <sup>a</sup> Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup> Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup> Sig. <sup>b</sup>	Effect Size <sup>c</sup>
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>								
Thinking critically and analytically	3.2	3.2	.00	3.3	-.09	3.3	-.13	
Analyzing numerical and statistical information	3.2	2.5	.71	2.9	*	.36	2.8	.40
<i>During the current school year, about how often have you done the following? 1=never, 2=sometimes, 3=often, 4=very often</i>								
Reached conclusions based on your own analysis of numerical information	3.0	2.5	.52	2.7	.35	2.6	.39	
Used numerical information to examine a real-world problem or issue	2.7	2.4	.37	2.4	.31	2.4	.31	
Evaluated what others have concluded from numerical information	1.6	2.4	-.79	2.4	-.88	2.4	-.85	

*School of Business and Economics compared with:*

General Education Goals: Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information, and utilize it in ethical and legal ways.	School of Business and Economics	Catholic University		Carnegie Peers		NSSE 2013				
		Mean <sup>a</sup>	Mean <sup>a</sup> Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup> Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup> Sig. <sup>b</sup>	Effect Size <sup>c</sup>		
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Combined ideas from different courses when completing assignments	2.8	2.9	-.13	3.0	-.24	3.0	-.23			
Connected your learning to societal problems or issues	2.5	2.8	-.40	2.8	-.37	2.9	-.45			
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.5	2.7	-.25	2.6	-.12	2.7	-.25			
Connected ideas from your courses to your prior experiences and knowledge	0.6	3.3	***	-3.64	3.2	***	-3.43	3.3	***	-3.55

**2013 National Survey of Student Engagement Mean Comparisons:  
 Selected Catholic University General Education Goals  
 School of Business and Economics: Seniors**

*School of Business and Economics compared with:*

General Education Goals: Graduates will demonstrate knowledge of and respect for different cultures and religions.	School of Business and Economics	Catholic University		Carnegie Peers			NSSE 2013		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
				Mean	Sig			Mean	Sig
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>									
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.5	2.7	-.25	2.6	-.12	2.7	-.25		
Had discussions with people of a race or ethnicity other than your own	3.0	3.0	.04	3.1	-.13	3.1	-.12		
Had discussions with people with religious beliefs other than your own	2.5	2.7	-.18	3.0	-.51	3.0	-.53		
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>									
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.8	3.0	-.17	2.9	-.09	3.0	-.16		
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Encouraging contact among students from different social, racial/ethnic, religious backgrounds	1.9	2.2	-.35	2.5	-.63	2.6	-.68		
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Understanding people of other racial and ethnic backgrounds	2.4	2.7	-.25	2.7	-.30	2.8	-.37		

## ATTACHMENT 10

THE CATHOLIC UNIVERSITY OF AMERICA  
 Planning, Institutional Research, Student Learning Outcomes Assessment

### SCHOOL OF BUSINESS AND ECONOMICS UNDERGRADUATE AND GRADUATE ENROLLMENT BY CLASS LEVEL Fall 2008 through Fall 2013

	Fall 2008			Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013			
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	
<b>UNDERGRADUATE</b>																			
First-time Freshmen	112	1	113	76		76	91		91	108	1	109	126	2	128	120		1	121
Other Freshmen																			
Other Freshmen <24 Credit Hours Completed	8		8	19		19	9		9	11	1	12	10		10	18			18
Other Freshmen 24 to 29 Credit Hours Completed	34		34	27		27	17		17	23		23	33	1	34	39			39
Total Freshman			155			122			117			144			172				178
<b>Sophomore</b>																			
Sophomores 30 to 47 Credit Hours Completed	50		50	60	2	62	56	1	57	62		62	84		84	87		1	88
Sophomores 48 to 59 Credit Hours Completed	30		30	46		46	32		32	33		33	37		37	39		1	40
Total Sophomore			80			108			89			95			121				128
Junior	56	1	57	63		63	74		74	68		68	93	1	94	100			100
Senior	50	5	55	50	4	54	59		59	53	3	56	62	3	65	98		3	101
Certificate/Non-degree																		1	1
<b>Total</b>	<b>340</b>	<b>7</b>	<b>347</b>	<b>341</b>	<b>6</b>	<b>347</b>	<b>338</b>	<b>1</b>	<b>339</b>	<b>358</b>	<b>5</b>	<b>363</b>	<b>445</b>	<b>7</b>	<b>452</b>	<b>501</b>		<b>7</b>	<b>507</b>