

Course Assessment– Part B: Your Results & Analysis

#128

Your Email *

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

BA 213 Managerial Accounting – Pam Ritzenthaler – Spring 2016

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

This course had two tests – a midterm and a final test. These tests provided achievement data for the outcomes.

Test Scores:

100% of Students earned greater than or equal to 80% on Test 1. 88% of students earned greater than or equal to 80%.

Success Measurements For Outcomes 1 – 3:

At least 80% of the students in the class will earn at least a B grade on the relevant exam.

1b. Report the percentage of students who mastered each outcome that you identified in (question 3) of your Part A.

Outcome #1 * Use an understanding of cost concepts for product costing and to analyze relevant costs.

Outcome #1 *

% of students who successfully achieved the outcome: *

88%

Outcome #2 *

Outcome #2 * Understand the nature of costs and apply to cost-volume-profit relationships and activity based costing.

% of students who successfully achieved the outcome: *

88%

Outcome #3 *

Outcome #3 * Apply an understanding of capital budgeting for decision making.

% of students who successfully achieved the outcome: *

88%

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

Doing the homework and understanding the homework well enough to explain it to other students greatly contributes to student success. I strongly encouraged group work, during and outside of class time, so students could learn from each other how to correctly complete the homework problems. Most students worked in groups throughout the term.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

I will provide my students with working papers for the Waterworks Continuing Problems.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

I would like to be paid to create the working papers for the Waterworks Continuing Problem. Working papers were not provided by the publisher. The publisher did not answer my email requesting these working papers.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? Yes

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

I used a different textbook than last year. Students complained much less about this textbook. In most cases, each chapter contained examples of how to do the homework problems. When there was no relevant example in the textbook, there were example problems in Problem Set B – to which answers were provided to students so they could figure out how to do the required homework problems.

This year I required students to complete a Continuing Problem that covered concepts from all of the chapters that we covered. Most students liked the challenge of these problems. However, many students would have liked working papers for the Waterworks Continuing Problem. I will create and provide working papers for students next year.

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