Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Analysis of assessment results related to student outcomes in 2012 prompted the Applied Statistics master's program to develop action items in the following areas: 1) better coordination of student exam offerings based on selected program track, 2) restructuring of some course requirements in order to incorporate presentation evaluations, and 3) development of a checklist of pre-entrance characteristics to predict course success for students. These action items have streamlined student advising and registration, which has encouraged students to be comfortable with professional and comprehensive exams. Initial results (2012-2013 cohorts) show a 100% pass rate for students taking professional exams (Actuarial Exam P). Additionally, we have indications of positive student outcomes associated with presentation evaluations as part of our course requirements. We will continue to collect data for the 2013-14 assessment cycle and determine if further adjustments are necessary to continue on this progressive performance path.

Mission / Purpose
The mission of the ISM Department is to maintain high quality undergraduate, masters and doctoral programs that prepare students for successful careers. Consistent with the mission of the Culverhouse College of Commerce and Business Administration, we will achieve our goals by creating and disseminating business research that impacts the practice of business.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
Students should have a sound methodological base for applying statistical methods to applications.
Connected Document
Applied Statistics MS Curriculum Map
Related Measures

M 1: Faculty evaluation of students including course exams
Faculty evaluation of students including course exams
Source of Evidence: Academic direct measure of learning - other
Target:
80% of students must meet or exceed faculty expectation in multiple courses.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Evaluation Rubric for Exams
Established in Cycle: 2011-2012
Develop an evaluation rubric for course exams that is more consistent from course to course.

M 2: Comprehensive exams including external professional exams
Comprehensive exams including external professional exams
Source of Evidence: Academic direct measure of learning - other
Target:
80% of applicable students meet or exceed faculty expectations on departmental comprehensive exams or approved professional exam.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Better Coordination
Established in Cycle: 2011-2012
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of appro...

SLO 2: Skills/Abilities
Students will be able to acquire, organize, summarize and analyze appropriate data to support decision making processes.
Connected Document
Applied Statistics MS Curriculum Map
Related Measures
M 3: Class Presentations
Faculty evaluation of students including exams and class presentations.
Source of Evidence: Presentation, either individual or group

Target:
80% of students must meet or exceed faculty expectation in multiple courses.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evaluation Rubric for Presentations
Established in Cycle: 2011-2012
Develop an evaluation rubric for presentations that is more consistent from course to course.

Expand Presentation Evaluations
Established in Cycle: 2011-2012
Expand presentation evaluations to more courses.

M 4: Comprehensive exams including external professional exams
Comprehensive exams including external professional exams
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
80% of students must meet or exceed faculty expectation on departmental comprehensive exams or approved professional exam.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Better Coordination
Established in Cycle: 2011-2012
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of appro...

SLO 3: Communicate Statistical Content
Students will be able to communicate statistical content to non-statisticians.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 5: Faculty Evaluations of class presentations
Faculty Evaluations of class presentations
Source of Evidence: Presentation, either individual or group

Target:
80% of students must meet or exceed faculty expectations for presenting statistical content to nontechnical audiences in multiple courses.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evaluation Rubric for Presentations
Established in Cycle: 2011-2012
Develop an evaluation rubric for presentations that is more consistent from course to course.

Expand Presentation Evaluations
Established in Cycle: 2011-2012
Expand presentation evaluations to more courses.

M 6: Tutoring of undergraduate students
Tutoring of undergraduate students of statistics (non-majors)
Source of Evidence: Academic direct measure of learning - other

Target:
80% of students must meet or exceed faculty expectations for interacting with students who are not majoring in statistics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Expand Tutoring/Teaching Opportunities
Established in Cycle: 2011-2012
Expand opportunities for applied statistics students to tutor and/or teach undergrad students not majoring in statistics.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 4: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 7: Attract and admit students of high academic quality
Attract and admit students of high academic quality
Source of Evidence: Academic indirect indicator of learning - other

M 8: Hire new faculty members consistent with program goals
Hire new faculty members consistent with program goals
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 5: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 9: Number of students enrolled in program
Number of students enrolled in program
Source of Evidence: Academic indirect indicator of learning - other
Target: N/A

M 10: Number of students completing degree requirements
Number of students completing degree requirements
Source of Evidence: Academic indirect indicator of learning - other
Target: N/A

OthOtcn 6: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 11: Placement of students
Placement of students
Source of Evidence: Academic indirect indicator of learning - other

M 12: Number of companies actively recruiting students
Number of companies actively recruiting students
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Better Coordination
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of approved professional exams.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive exams including external professional exams | Outcome/Objective: Discipline Knowledge

Evaluation Rubric for Exams
Develop an evaluation rubric for course exams that is more consistent from course to course.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Faculty evaluation of students including course exams | Outcome/Objective: Discipline Knowledge

Evaluation Rubric for Presentations
Develop an evaluation rubric for presentations that is more consistent from course to course.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Class Presentations | Outcome/Objective: Skills/Abilities
Measure: Faculty Evaluations of class presentations | Outcome/Objective: Communicate Statistical Content

Expand Presentation Evaluations
Expand presentation evaluations to more courses.

Established in Cycle: 2011-2012
Implementation Status: Planned
Expand Tutoring/Teaching Opportunities

Expand opportunities for applied statistics students to tutor and/or teach undergrad students not majoring in statistics.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Tutoring of undergraduate students | Outcome/Objective: Communicate Statistical Content
Mission / Purpose
The mission of the ISM Department is to maintain high quality undergraduate, masters and doctoral programs that prepare students for successful careers. Consistent with the mission of the Culverhouse College of Commerce and Business Administration, we will achieve our goals by creating and disseminating business research that impacts the practice of business.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
Students should have a sound methodological base for applying statistical methods to applications.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 1: Faculty evaluation of students including course exams
Faculty evaluation of students including course exams
Source of Evidence: Academic direct measure of learning - other

Target:
80% of students must meet or exceed faculty expectation in multiple courses.

Finding (2012-2013) - Target: Met
90% of the students meet or exceed expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evaluation Rubric for Exams
Established in Cycle: 2011-2012
Develop an evaluation rubric for course exams that is more consistent from course to course.

M 2: Comprehensive exams including external professional exams
Comprehensive exams including external professional exams
Source of Evidence: Academic direct measure of learning - other

Target:
80% of applicable students meet or exceed faculty expectations on departmental comprehensive exams or approved professional exam.

Finding (2012-2013) - Target: Met
100% of the applicable students meet or exceed expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Better Coordination
Established in Cycle: 2011-2012
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of appro...

SLO 2: Skills/Abilities
Students will be able to acquire, organize, summarize and analyze appropriate data to support decision making processes.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 3: Class Presentations
Faculty evaluation of students including exams and class presentations.

Source of Evidence: Presentation, either individual or group

Target:
80% of students must meet or exceed faculty expectation in multiple courses.

Finding (2012-2013) - Target: Met
100% of the students meet or exceed expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evaluation Rubric for Presentations
Established in Cycle: 2011-2012
Develop an evaluation rubric for presentations that is more consistent from course to course.
Expand Presentation Evaluations
Established in Cycle: 2011-2012
Expand presentation evaluations to more courses.

M 4: Comprehensiive exams including external professional exams
Comprehensive exams including external professional exams
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
80% of students must meet or exceed faculty expectation on departmental comprehensive exams or approved professional exam.

Finding (2012-2013) - Target: Met
100% of the students meet or exceed expectations.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Better Coordination
Established in Cycle: 2011-2012
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of appro...

SLO 3: Communicate Statistical Content
Students will be able to communicate statistical content to non-statisticians.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 5: Faculty Evaluations of class presentations
Faculty Evaluations of class presentations
Source of Evidence: Presentation, either individual or group
Target:
80% of students must meet or exceed faculty expectations for presenting statistical content to nontechnical audiences in multiple courses.

Finding (2012-2013) - Target: Met
100% of the students meet or exceed expectations.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evaluation Rubric for Presentations
Established in Cycle: 2011-2012
Develop an evaluation rubric for presentations that is more consistent from course to course.

Expand Presentation Evaluations
Established in Cycle: 2011-2012
Expand presentation evaluations to more courses.

M 6: Tutoring of undergraduate students
Tutoring of undergraduate students of statistics (non-majors)
Source of Evidence: Academic direct measure of learning - other
Target:
80% of students must meet or exceed faculty expectations for interacting with students who are not majoring in statistics.

Finding (2012-2013) - Target: Not Reported This Cycle
No data was collected for this reporting cycle.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Expand Tutoring/Teaching Opportunities
Established in Cycle: 2011-2012
Expand opportunities for applied statistics students to tutor and/or teach undergrad students not majoring in statistics.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 4: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 7: Attract and admit students of high academic quality
Attract and admit students of high academic quality
Source of Evidence: Academic indirect indicator of learning - other

M 8: Hire new faculty members consistent with program goals
Hire new faculty members consistent with program goals
OthOtcn 5: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 9: Number of students enrolled in program
Number of students enrolled in program
Source of Evidence: Academic indirect indicator of learning - other
Target: NA
Finding (2012-2013) - Target: Met
Applied Statistics
Majors by Level and Fall Term

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<td></td>
<td></td>
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<td></td>
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<td>18</td>
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</table>

M 10: Number of students completing degree requirements
Number of students completing degree requirements
Source of Evidence: Academic indirect indicator of learning - other
Target: NA
Finding (2012-2013) - Target: Met
Applied Statistics
Degrees by Level and Year

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<td>12</td>
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<td>15</td>
<td>13</td>
<td>6</td>
<td>12</td>
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</table>

OthOtcn 6: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 11: Placement of students
Placement of students
Source of Evidence: Academic indirect indicator of learning - other

M 12: Number of companies actively recruiting students
Number of companies actively recruiting students
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Better Coordination
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of approved professional exams.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective): Measure: Comprehensive exams including external professional exams | Outcome/Objective: Discipline Knowledge
Skills/Abilities

**Evaluation Rubric for Exams**
Develop an evaluation rubric for course exams that is more consistent from course to course.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Faculty evaluation of students including course exams
- **Outcome/Objective:** Discipline Knowledge

**Evaluation Rubric for Presentations**
Develop an evaluation rubric for presentations that is more consistent from course to course.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Faculty Evaluations of class presentations
- **Outcome/Objective:** Communicate Statistical Content

**Expand Presentation Evaluations**
Expand presentation evaluations to more courses.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Class Presentations
- **Outcome/Objective:** Communicate Statistical Content

**Expand Tutoring/Teaching Opportunities**
Expand opportunities for applied statistics students to tutor and/or teach undergrad students not majoring in statistics.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Tutoring of undergraduate students
- **Outcome/Objective:** Communicate Statistical Content
Mission / Purpose
The mission of the ISM Department is to maintain high quality undergraduate, masters and doctoral programs that prepare students for successful careers. Consistent with the mission of the Culverhouse College of Commerce and Business Administration, we will achieve our goals by creating and disseminating business research that impacts the practice of business.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
Students should have a sound methodological base for applying statistical methods to applications.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 1: Faculty evaluation of students including course exams
Faculty evaluation of students including course exams
Source of Evidence: Academic direct measure of learning - other

Target:
80% of students must meet or exceed faculty expectation in multiple courses.

Finding (2011-2012) - Target: Met
90% of students met the specified target. Nine (9) of 10 masters students met or exceeded expectations in multiple classes. One (1) student was evaluated in only one course and met expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evaluation Rubric for Exams
Established in Cycle: 2011-2012
Develop an evaluation rubric for course exams that is more consistent from course to course.

M 2: Comprehensive exams including external professional exams
Comprehensive exams including external professional exams
Source of Evidence: Academic direct measure of learning - other

Target:
80% of applicable students meet or exceed faculty expectations on departmental comprehensive exams or approved professional exam.

Finding (2011-2012) - Target: Met
100% of applicable students met the specified target. One student completed the departmental exam and 2 students passed external professional exams.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Better Coordination
Established in Cycle: 2011-2012
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of appro...

SLO 2: Skills/Abilities
Students will be able to acquire, organize, summarize and analyze appropriate data to support decision making processes.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 3: Class Presentations
Faculty evaluation of students including exams and class presentations.
Source of Evidence: Presentation, either individual or group

Target:
80% of students must meet or exceed faculty expectation in multiple courses.

Finding (2011-2012) - Target: Met
90% of students met the specified target. Nine (9) of 10 masters students met or exceeded expectations in multiple classes. One (1) was evaluated in only one course and met expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Evaluation Rubric for Presentations
Established in Cycle: 2011-2012
Develop an evaluation rubric for presentations that is more consistent from course to course.

Expand Presentation Evaluations
Established in Cycle: 2011-2012
Expand presentation evaluations to more courses.

M 4: Comprehensive exams including external professional exams
Comprehensive exams including external professional exams
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
80% of students must meet or exceed faculty expectation on departmental comprehensive exams or approved professional exam.

Finding (2011-2012) - Target: Met
100% of applicable students met the specified target. One student completed the departmental exam and 2 students passed approved external exams.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Better Coordination
Established in Cycle: 2011-2012
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of appro...

SLO 3: Communicate Statistical Content
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Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 5: Faculty Evaluations of class presentations
Faculty Evaluations of class presentations
Source of Evidence: Presentation, either individual or group
Target:
80% of students must meet or exceed faculty expectations for presenting statistical content to nontechnical audiences in multiple courses.

Finding (2011-2012) - Target: Not Met
10% of students met the specified target. Nine (9) of 10 masters students met or exceeded expectations but were evaluated in only one class. One (1) student was not evaluated in any class.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evaluation Rubric for Presentations
Established in Cycle: 2011-2012
Develop an evaluation rubric for presentations that is more consistent from course to course.

Expand Presentation Evaluations
Established in Cycle: 2011-2012
Expand presentation evaluations to more courses.

M 6: Tutoring of undergraduate students
Tutoring of undergraduate students of statistics (non-majors)
Source of Evidence: Academic direct measure of learning - other
Target:
80% of students must meet or exceed faculty expectations for interacting with students who are not majoring in statistics.

Finding (2011-2012) - Target: Not Met
40% of students met the specified target. Four (4) of 10 masters students met or exceeded expectations by tutoring undergraduate students. Six (6) were provided no formal evaluations of interactions with non-stat majors.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Expand Tutoring/Teaching Opportunities
Established in Cycle: 2011-2012
Expand opportunities for applied statistics students to tutor and/or teach undergrad students not majoring in statistics.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 4: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Document
Applied Statistics MS Curriculum Map

Related Measures
M 7: Attract and admit students of high academic quality
Attract and admit students of high academic quality
Source of Evidence: Academic indirect indicator of learning - other

M 8: Hire new faculty members consistent with program goals
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Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 5: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion
Connected Document
Applied Statistics MS Curriculum Map

Related Measures

M 9: Number of students enrolled in program
Number of students enrolled in program
Source of Evidence: Academic indirect indicator of learning - other

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Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 6: Program Value
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Related Measures

M 11: Placement of students
Placement of students
Source of Evidence: Academic indirect indicator of learning - other

M 12: Number of companies actively recruiting students
Number of companies actively recruiting students
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Better Coordination
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of approved professional exams.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive exams including external professional exams | Outcome/Objective: Discipline Knowledge
Measure: Comprehensive exams including external professional exams | Outcome/Objective: Skills/Abilities

DELETE - Better Coordinations
Better coordinate student exam offerings by improved communication of departmental exam dates and clearer specification of approved professional exams.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Evaluation Rubric for Exams
Develop an evaluation rubric for course exams that is more consistent from course to course.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Faculty evaluation of students including course exams | Outcome/Objective: Discipline Knowledge

Evaluation Rubric for Presentations
Develop an evaluation rubric for presentations that is more consistent from course to course.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Class Presentations | Outcome/Objective: Skills/Abilities
Measure: Faculty Evaluations of class presentations | Outcome/Objective: Communicate Statistical Content

Expand Presentation Evaluations
Expand presentation evaluations to more courses.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Class Presentations | **Outcome/Objective:** Skills/Abilities
- **Measure:** Faculty Evaluations of class presentations | **Outcome/Objective:** Communicate Statistical Content

---

**Expand Tutoring/Teaching Opportunities**

Expand opportunities for applied statistics students to tutor and/or teach undergrad students not majoring in statistics.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Tutoring of undergraduate students | **Outcome/Objective:** Communicate Statistical Content
Curriculum Map I  (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
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</thead>
<tbody>
<tr>
<td>Students should have a sound methodological base for applying statistical methods to applications</td>
<td>Students will be able to acquire, organize, summarize and analyze appropriate data to support decision making processes</td>
<td>Students will be able to communicate statistical content to non-statisticians</td>
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<td>ST 552</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 260</td>
</tr>
<tr>
<td>Common Experience</td>
</tr>
<tr>
<td>Comprehensive / Professional Exams</td>
</tr>
<tr>
<td>Activity 1</td>
</tr>
<tr>
<td>Seminars</td>
</tr>
</tbody>
</table>

Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should have a sound methodological base for applying statistical methods to applications</td>
<td>Students will be able to acquire, organize, summarize and analyze appropriate data to support decision making processes</td>
<td>Students will be able to communicate statistical content to non-statisticians</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>ST 560</th>
<th>ST 552</th>
<th>ST 554</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 560</td>
<td>1.1</td>
<td>2.1</td>
<td>3.1</td>
</tr>
<tr>
<td>ST 552</td>
<td>1.1</td>
<td>2.1</td>
<td>3.1</td>
</tr>
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