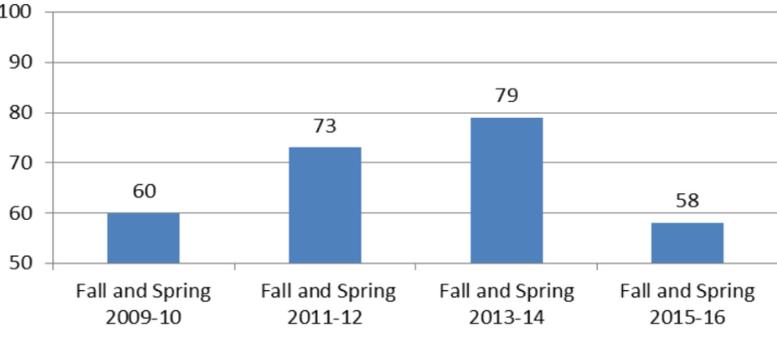
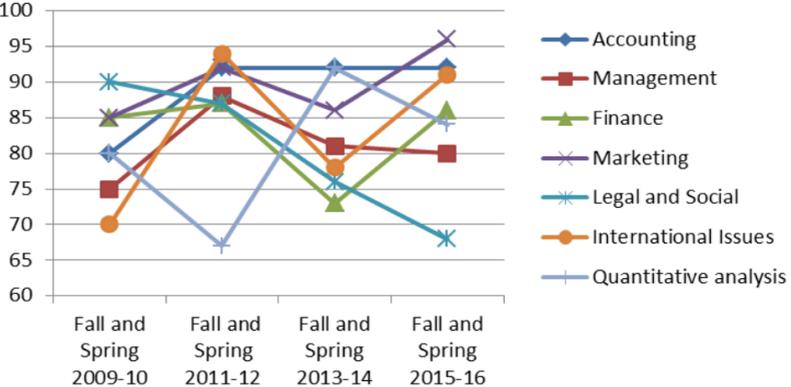
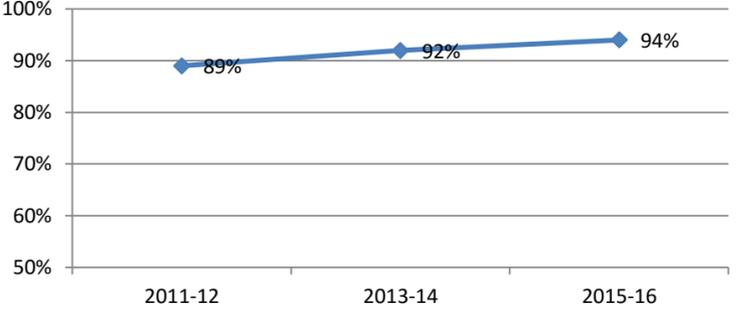
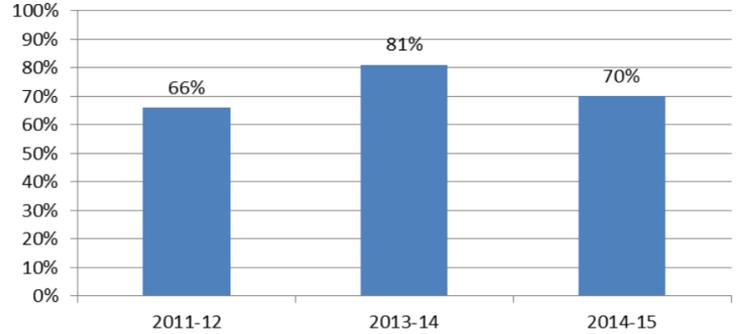


Standard #4 Measurement and Analysis of Student Learning and Performance

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

Performance Measure	What is your measurement instrument or process?	Analysis of Results			Graphs or Tables of Resulting Trends										
		Current Results	Analysis of Results	Action Taken or Improvement made											
ETS Major Field Test in Business -- Overall score will exceed 85th percentile	External, comparative, summative assessment administered every other year to seniors during Capstone course	Overall score exceeds target: 87th percentile	Overall CPE learning is good; need to explore subscales further.	Focus on information systems and management as the lowest (besides legal which has no clear reason for the lower score besides the different in text version)	<p>Overall Percentile Score</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Overall Percentile Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall and Spring 2009-10</td> <td>85</td> </tr> <tr> <td>Fall and Spring 2011-12</td> <td>86</td> </tr> <tr> <td>Fall and Spring 2013-14</td> <td>87</td> </tr> <tr> <td>Fall and Spring 2015-16</td> <td>87</td> </tr> </tbody> </table>	Year	Score	Fall and Spring 2009-10	85	Fall and Spring 2011-12	86	Fall and Spring 2013-14	87	Fall and Spring 2015-16	87
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ETS Major Field Test in Business -- Economics score will exceed 70th percentile	External, comparative, summative assessment administered every other year to seniors during Capstone course	Score continues to improve beyond target.	Steps taken resulting in improvement in the 2012 - 2014 and continuing in the 2015-15 period included curricular changes to include more variety in pedagogy, more international content, more assignments, and more demanding assignments to better prepare students for the exam. The 2015-16 period also reflected increasing international content of the course; the MFT includes content which was not previously included in Principles of Micro or Macro	With new hires in economics whose inputs to the course are not reflected here, it will be important to maintain the pedagogy, rigor, and international focus.	<p>Percential Score: Economics</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Percential Score: Economics Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall and Spring 2009-10</td> <td>65</td> </tr> <tr> <td>Fall and Spring 2011-12</td> <td>57</td> </tr> <tr> <td>Fall and Spring 2013-14</td> <td>76</td> </tr> <tr> <td>Fall and Spring 2015-16</td> <td>87</td> </tr> </tbody> </table>	Year	Score	Fall and Spring 2009-10	65	Fall and Spring 2011-12	57	Fall and Spring 2013-14	76	Fall and Spring 2015-16	87
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ETS Major Field Test in Business Information Systems score will exceed 70th percentile	External, comparative, summative assessment administered every other year to seniors during Capstone course	Overall score fell below target: 58 percentile	Although steps taken resulted in improvement, there seems to have been some erosion in the last period. Since this class is taught outside our department and the discipline undergoes constant change, more consistent communication is required. The course does not mirror the MFT precisely; therefore the target is not as high as for the MFT overall.	The required Information Systems course, CIS 190 Strategic Use of Information Technology underwent significant curricular change prior to the 2013-14 period, including more emphasis on the strategic, tactical, and operational aspects and relevance of IT as it relates to business. Attention to MSOffice was reduced. In the next period, we will identify a lead instructor for this course who will be responsible to ensure that adjuncts teaching this course understand the need to teach Information Systems from a business perspective.	<p style="text-align: center;">Percentile Score: Information Systems</p>  <table border="1" data-bbox="1867 384 2644 727"> <caption>Percentile Score: Information Systems</caption> <thead> <tr> <th>Period</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall and Spring 2009-10</td> <td>60</td> </tr> <tr> <td>Fall and Spring 2011-12</td> <td>73</td> </tr> <tr> <td>Fall and Spring 2013-14</td> <td>79</td> </tr> <tr> <td>Fall and Spring 2015-16</td> <td>58</td> </tr> </tbody> </table>	Period	Score	Fall and Spring 2009-10	60	Fall and Spring 2011-12	73	Fall and Spring 2013-14	79	Fall and Spring 2015-16	58																														
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ETS Major Field Test in Business other subscales	External, comparative, summative assessment administered every other year to seniors during Capstone course	In terms of other subscales not highlighted above, Accounting and Management held steady; Economics, Finance, Marketing and International improved. Quantitative analysis remained consistent with the target. Information systems and legal declined.	Economics and finance benefited from greater instructor stability. Since there was no drastic curricular change business law, it seems as though there is some lack of equivalence across versions of the MFT. An examination of the item analysis across subscales showed that several questions assessed content present in major courses, but not our CPC.	After investigating a to switch to the Peregrine Test and a more stable/accurate measure, it was determined to be cost prohibitive. Since the increase in subscales related to lower level courses occurred before our new faculty hires, we would anticipate those gains to be maintained. In the case of Management, this time period reflected increased inexperienced adjunct use, which will be not exist at the next measurement cycle. We planned after the 2013-14 cycle to work toward a common syllabus and content for all instructors, and specifically covering Control systems and TQM which has not taken place. There was a concerted effort to include international issues; since there is significant overlap with international and economics, the increase in economics scores impacts international as well.	<p style="text-align: center;">Percentile Compared to All Institutions: Other CPCs</p>  <table border="1" data-bbox="1867 995 2658 1382"> <caption>Percentile Compared to All Institutions: Other CPCs</caption> <thead> <tr> <th>Period</th> <th>Accounting</th> <th>Management</th> <th>Finance</th> <th>Marketing</th> <th>Legal and Social</th> <th>International Issues</th> <th>Quantitative analysis</th> </tr> </thead> <tbody> <tr> <td>Fall and Spring 2009-10</td> <td>80</td> <td>75</td> <td>85</td> <td>80</td> <td>90</td> <td>70</td> <td>80</td> </tr> <tr> <td>Fall and Spring 2011-12</td> <td>90</td> <td>88</td> <td>88</td> <td>92</td> <td>88</td> <td>94</td> <td>68</td> </tr> <tr> <td>Fall and Spring 2013-14</td> <td>92</td> <td>82</td> <td>78</td> <td>95</td> <td>85</td> <td>80</td> <td>92</td> </tr> <tr> <td>Fall and Spring 2015-16</td> <td>92</td> <td>80</td> <td>85</td> <td>95</td> <td>68</td> <td>92</td> <td>92</td> </tr> </tbody> </table>	Period	Accounting	Management	Finance	Marketing	Legal and Social	International Issues	Quantitative analysis	Fall and Spring 2009-10	80	75	85	80	90	70	80	Fall and Spring 2011-12	90	88	88	92	88	94	68	Fall and Spring 2013-14	92	82	78	95	85	80	92	Fall and Spring 2015-16	92	80	85	95	68	92	92
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Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs or Tables of Resulting Trends								
<p>Marketing Assessment: Understanding of "4 Ps": Average score for Marketing Principles students will be at or above 83%</p>	<p>Internal, formative multiple choice assessment</p>	<p>Overall score exceeds target: 92% achieved at least an 83% score on the project</p>	<p>Maintain current practice</p>	<p>Maintain current practice. We were pleased that the achievement level was maintained. During the 2011-2014 time period, the course was staffed increasingly by adjuncts. A new full time faculty started in Fall 2015 and our scores increased even further.</p>	<p style="text-align: center;">Average score for all students in Marketing Principles</p>  <table border="1" data-bbox="1862 388 2613 709"> <caption>Average score for all students in Marketing Principles</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>89%</td> </tr> <tr> <td>2013-14</td> <td>92%</td> </tr> <tr> <td>2015-16</td> <td>94%</td> </tr> </tbody> </table>	Year	Average Score	2011-12	89%	2013-14	92%	2015-16	94%
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<p>ACCT 242 Managerial Accounting corporate financial analysis report research project: At least 75% of students will achieve at least 85% project score.</p>	<p>Internal, formative project</p>	<p>Target not met: 70% achieved at least an 85% score on the project</p>	<p>Although scores increased in the previous period due to changes in project instructions in class content, they declined in the met recent period</p>	<p>instructors will take more time to explain and emphasize concepts from areas of the project where students have scored lower. In addition, changes in admissions policies impact academic quality of first years students, creating variability.</p>	<p style="text-align: center;">ACCT 242 Corporate Financial Analysis Research Project: Percent of students achieving at least 85%</p>  <table border="1" data-bbox="1862 891 2613 1225"> <caption>ACCT 242 Corporate Financial Analysis Research Project: Percent of students achieving at least 85%</caption> <thead> <tr> <th>Year</th> <th>Percent of students achieving at least 85%</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>66%</td> </tr> <tr> <td>2013-14</td> <td>81%</td> </tr> <tr> <td>2014-15</td> <td>70%</td> </tr> </tbody> </table>	Year	Percent of students achieving at least 85%	2011-12	66%	2013-14	81%	2014-15	70%
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