Performance Indicator | Definition
--- | ---
Performance Measure | What is your measurement instrument or process? Do use grades.
What is your goal? | Evaluate type of instrument and method of delivery.
Context Results | What are your current results? What do you think are the strengths of your current results?
Outcome Results | What did you learn from the results?
Analysis of Results | What did you improve or change in your practice?
Improvement Trends | What is your next step?

Performance Measure: Measure of Improvement

1.  Student Learning Results

Performance Indicator: Performance Indicator

a.  Summative, Internal - Self Reported Survey - Qualitative methods
b.  Summative, Internal - Self Reported Survey - Quantitative methods

Improvement Trends

- What did you learn from the results discussed below?
- What did you improve or change in your practice?
- What is your next step?

Use this table to supply data for Criterion 4.2.

Standard #4 Measurement and Analysis of Student Learning and Performance

Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed projects, etc. As you prepare to assess student learning attainment, be sure to consider the proficiency level or threshold criteria needed for success and how this will be communicated to students.

Text analysis will be completed on MATH 235 partially to address this. We will have to wait for another committee: include BUAD 344 and other options for analysis.

The strong result in Finance is always a smaller sample, from perfect. But, still above 80.

The survey will be adjusted to support for that position. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.

In my appreciation for lifelong learning and collaboration, I write this:I want to recognize the contributions of the following students: [names].

We conclude no, there has been no improvement, communication with stakeholders shows.

While the 99 in 2012 we expected to compare to, we find this result unacceptable.

The strong result in Finance is always a smaller sample, from perfect. But, still above 80.

The curriculum change addresses this. We will have to wait for another committee: include BUAD 344 and other options for analysis.

While the 99 in 2012 we expected to compare to, we find this result unacceptable. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.

In my appreciation for lifelong learning and collaboration, I write this:I want to recognize the contributions of the following students: [names].

We conclude no, there has been no improvement, communication with stakeholders shows.

While the 99 in 2012 we expected to compare to, we find this result unacceptable. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.

In my appreciation for lifelong learning and collaboration, I write this:I want to recognize the contributions of the following students: [names].

We conclude no, there has been no improvement, communication with stakeholders shows.

While the 99 in 2012 we expected to compare to, we find this result unacceptable. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.

In my appreciation for lifelong learning and collaboration, I write this:I want to recognize the contributions of the following students: [names].

We conclude no, there has been no improvement, communication with stakeholders shows.

While the 99 in 2012 we expected to compare to, we find this result unacceptable. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.

In my appreciation for lifelong learning and collaboration, I write this:I want to recognize the contributions of the following students: [names].

We conclude no, there has been no improvement, communication with stakeholders shows.

While the 99 in 2012 we expected to compare to, we find this result unacceptable. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.

In my appreciation for lifelong learning and collaboration, I write this:I want to recognize the contributions of the following students: [names].

We conclude no, there has been no improvement, communication with stakeholders shows.

While the 99 in 2012 we expected to compare to, we find this result unacceptable. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.

In my appreciation for lifelong learning and collaboration, I write this:I want to recognize the contributions of the following students: [names].

We conclude no, there has been no improvement, communication with stakeholders shows.

While the 99 in 2012 we expected to compare to, we find this result unacceptable. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.

In my appreciation for lifelong learning and collaboration, I write this:I want to recognize the contributions of the following students: [names].

We conclude no, there has been no improvement, communication with stakeholders shows.

While the 99 in 2012 we expected to compare to, we find this result unacceptable. The strong performance is due to the BUAD 341 course project. This strong performance is due to the BUAD 341 course project. It was difficult to do this.
### LO4: Professional Skills - Measure Graduating Senior Survey

**Current results** are:
- Teamwork: 90
- Team leadership: 85
- Professionally prepared: 88

*Current results are compared to prior administrations, and they are above 80.*

Each measure has improved slightly and they are above 80. No action required.

### LO5: Ethics - Measure Graduating Senior Survey

**Current results** are:
- Volunteerism and community service: 5
- Ethical decision-making: 100

5 is a low score. The UNIV 103 requirement will probably affect future measures. Ethical decision-making shows continued improvement to 100. The high self-assessed score on ethics vs the low score on volunteerism raises the question of translating knowledge into action. In accounting and finance courses ethics is taught in the context of professional ethics, not social engagement.

*Accounting and Finance curriculum committee will review the importance of volunteerism and community service.*

*These are University goals, but have they translated down to our program goals?*

### Graphs

#### Finance - Professional Skills

<table>
<thead>
<tr>
<th>Measure</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionally prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Finance - Ethics and Social Responsibility

<table>
<thead>
<tr>
<th>Measure</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteerism and community service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical decision-making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The high self-assessed score on ethics vs the low score on volunteerism raises the question of translating knowledge into action. In accounting and finance courses ethics is taught in the context of professional ethics, not social engagement.*