Standard #4 Measurement and Analysis of Student Learning and Performance Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition											
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-											
	Analysis of Results											
Performance Measure Measurable goal	What is your measurement instrument or process? Do not use grades.		Analysis of Results What did you learn from	Action Taken or Improvement made What did you improve or what	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)							
ouourusio goui	20 not acc grace.	results?	the results?	is your next step?								
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparitive											
Marketing Option Measures												
LO1- Integrating across disciplines- continuous improvement	ETS- Test - utilizing the overall percentile by option	2014- Current results is 41, slowly improving. 2016- Current result is 49.	Still below 50 percentile, but improving.	Wait for the next administration.	ETS- Overall - By Option						-	
					100 80 60 40 20						= 2010 = 2012 = 2014	
					0 †			Finance			2014	
					2010	Overall BUAD 55	Accounting 80	95	Management 40	Marketing 30	-2010	
					2010	65	95	99	43	34		
					2014	57	85	85	45	41		
					2016	59	98	59	53	49		
	Use this chart for all ETS results discussed below.	ETS results	Use this chart for all ETS results discussed below.	Use this chart for all ETS results discussed below.			E	ETS- Marketing Students by Subject				
	discussed below.					90 80 70 60 50 40 30 30 2012 2014 10 0						
						Econom	Quant Buts. Ari	hysis inance	Marketine Legal Social	Information		
LO1 - Integrating Across Disciplines- Utilizes ETS Business Test - Economics Score	Summative, External Comparative Data prior two administrations	2014- Current score is 21 2016- Current score is 73	2014- The score has declined from the high of 2012 of 63, and is even lower than the 2010 score of 25. All options utilize the same ECON 101 and 102 core courses. 2016- The improvement is possibly from the requirement of C- in ECON 101 and 102 for BUAD 251, a core course.	2014- The economics score is noted across the options, we are waiting for one more administration to have discussions with the economics department. The drill-down item analysis will help assess this issue. 2016- no further change required.	See chart	above.						

LO2-Analytical Ability- Measure - ETS-Business Test- Quantitative Business Analysis score LO4-Professional Skills-ETS Business Test- Marketing Score	Summative, External Comparative Data prior two administrations Summative, External Comparative Data prior two administrations	2014- Current score is 44. 2016- Current score is 79.	improvement over the 2012 score of 5, but is down from the 2010 score of 50. 2016 - the change is probably because of the BUAD 358 prerequisite in BUAD 455.	considering adding a capstone course. This poor result supports that curricular improvement and perhaps other required courses. 2016- We are still considering the capstone course, but complement and scheduling make	
LOS-Ethics- ETS Business Test- Ethic/Social Score	Summative, External Comparative Data prior two administrations	2016- Current score fell to 15.	2014- The current score is a reduction from the high in 2012 of 90, but is more than double the 35 in 2010. 2016- the score's decline to 15 caused a joint departmental discussion on "across the curriculum" ethics. We decided to continue the plan with some additional coordination.	that difficult. See other ethics discussion, no other suggestions are made here. 2016- same.	See chart above.
LOG-International- ETS Business Test- International Score	Summative, External Comparative Data prior two administrations		2014- This measure has improved over the last three administrations. This result is still far below 50th percentile. 2016- More frequent offering of International Marketing in the option may have caused this improvement.	2014- The marketing faculty are considering requiring international marketing as a required option course. Since curriclum decisions take time, international marketing can become a suggested elective through the advising process. The course needs to be added to the rotation on a more regular basis. 2016- the regular offering of internatinoal Marketing was a step in the right direction.	See chart above.
LO1-Integrating Across Disciplines Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	Long learning-100, integrating across	Life long learning is now at 100. The integrating across disciplines has shown steady decline and is now at 85	The survey will be adjusted to isolate the content: 1) economics, 2) globalization, and 3) complex competitive environment.	Marketing - Integrating Across Disciplines 120 100 80 60 40 20 Business Sense: The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement. "I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market." #Fall 2014

LO2-Analytical Ability - Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations		2014- Good results while the quantitative and qualitative decision-making continues a decline, the decision-making under uncertainty has shown a marked increase to over 95. 2016- Great improvement.	2014- The quantititive decision making decline is addressed by the tightening of the quantitative sequence prerequisites and the Crule. The drill-down item analysis will improve assessment on this issue. 2016- the drill down revealed no results, but the C- in the economics prerequisites and the requirement for BUAD 358 as a prerequisite for BUAD 455 do appear to have improved the student perception of their abilities, it is supported by improvement on the	40 — #Fall 2014
LO3-Communication Skills- Measure Graduating Senior	Summative- Internal- Self Reported Survey- Comparative	2014- Current scores are: Written and oral skills-93.		2014- The survey will be adjusted to isolate the written and oral	'Analytical and Problem Solving Skills:
Survey	prior administrations .	communication with technology-96, collaboration-90, 2016 – Slight decline overall, still at or above 80. New scores for written and oral communication were 100.	to 80 on technology and interpersonal skills. No changes in curriculum account for the changes.	communication content. 2016 - the survey was changed on the last administration to isolate written and oral.	120 100 80 60 40 20 Communication]- I learned to Written develop and deliver a persuasive presentation, both written and oral. Written and oral. Written develop and deliver a persuasive presentation, both written and oral. Written and oral. Written develop and deliver a persuasive presentation, both written and oral. Fall 2013 Spring 2013 Spring 2014 Fall 2014 Spring 2014 Spring 2014 Fall 2013 Communicate using interpersonal and information technology. An arm able to "My Spring 2013 Spring 2014 Spring 2014 Fall 2015 Spring 2015 Spring 2016 Spring 2016
LO4-Professional Skills-Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	2014- Current scores are: Planning skills-90, Leadership skills-95, Professional preparation- 50. 2016- Improvement to overall score at 93. Necessary skills also improved to 80.	leadership skills - improvemen to well above 90, decline in preparation for career to 50. This result is troubling because	2014-The MM curriculum committee can address how this issue translates into their courses. 2016- no changes were made, we assume the low score on necessary skills was a factor of the cohort in 2014. The score returned to the historical average.	120 100 80 60 40 20 Professional Skills: c I learned to plan, or I developed my organize, prioritize and leadership skills (ability to fine a team context. objectives, and energize and inspire others). Spring 2013 Fall 2014 Fall 2016 Fall 2016 Fall 2016 Fall 2016 In a team context. objectives, and energize and inspire others).

Senior Survey Reported Survey- Comparative	2014- Current scores are: Volunteerism-50, ethical decision-making-100.	ures, on last three t	2014- Good result - while the 100% on the ethics decision is not supported by the ETS test results which are more	120	Marketing - Ethics and Social Responsibility				
	2016- Current scores are decline is	ne is significant and is stent with the low score c. S. c. t. a. a. a. c.	persuasive. This is a routine question on the survey, so monitoring is recommended. 2016 - The joint department considered the "across the curriculum" approach to ethics and decided to stay with that approach. This low result causes concern and more monitoring is needed.	80 - 60 - 40 - 20 -	IEthics and Social Responsibility: e- The program helped me to ^ am able to assess ethical annotation of dimensions and the community of the state of the s	Spring 2013 Fall 2013 Spring 2014 Fall 2014 Spring 2013 Fall 2013 Fall 2014 Fall 2014			