

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Definition

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-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two:																																		
Analysis of Results																																			
Performance Measure	What is your measurement instrument or process? Do not use grades.	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																														
Measurable goal What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																		
LO1- Integration across disciplines - Overall Program Measures Our goal is continuous improvement.	The BUAD program uses the ETS-Business Test - External - summative. Administered every two years in the Spring semester. ETS Test - overall percentile score for the overall program and broken down by option.	The 2016 results show and overall improvement over 2014, not quite hitting the 60th percentile. All options except finance showed improvement, with Management and Marketing both over 40th. See the finance tab for more discussion of the finance decline. The International Business option students were less than the 5 needed to form an ETS group.	Overall this is a good result. Accounting and Finance were unlikely to maintain the very high results in 2012. The fact that management and marketing are improving is gratifying. Finance's 2016 result is troubling, see discussion on the finance tab.	None - this is an overall score - see below for more analysis and closing the loop examples.	<p align="center">ETS-Overall - By Option</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Overall BUAD</th> <th>Accounting</th> <th>Finance</th> <th>Management</th> <th>Marketing</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>55</td> <td>80</td> <td>95</td> <td>40</td> <td>30</td> </tr> <tr> <td>2012</td> <td>65</td> <td>95</td> <td>99</td> <td>43</td> <td>34</td> </tr> <tr> <td>2014</td> <td>57</td> <td>85</td> <td>85</td> <td>45</td> <td>41</td> </tr> <tr> <td>2016</td> <td>59</td> <td>98</td> <td>59</td> <td>53</td> <td>49</td> </tr> </tbody> </table>	Year	Overall BUAD	Accounting	Finance	Management	Marketing	2010	55	80	95	40	30	2012	65	95	99	43	34	2014	57	85	85	45	41	2016	59	98	59	53	49
Year	Overall BUAD	Accounting	Finance	Management	Marketing																														
2010	55	80	95	40	30																														
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LO1 - Integration - using Economics score from ETS Business -	Summative, External Comparative Data prior two administrations	Goal - continuous improvement. Average was 65. Score declined from 85, previous test, to 51. Comparison with 2010 test shows improvement	The result for 2014 is below the average and the recent administration. Since there has been no change in the course content in Econ 101 or Econ 102, faculty conclusion is that the 2012 score was an outlier.	We await the next test to make recommendations to economics department	<p align="center">ETS-Economics</p>																														
LO2 - Analytical ability - using the Quantitative Business Score on the ETS Business Test	Summative - External Comparative Data - prior two administrations	Goal - continuous improvement, but in this case we have a continued slide from a high in 2010.	Scores: 2010 - 80, 2012- 76, 2014- 53. This trend indicates that we are not meeting our goal. Student preparation for college is one explanation as the SAT score has declined over the four year period. Also, since the ETS test is administered in BUAD 455 - we need to study how the prerequisites are enforced in that course.	Enforcement of prerequisites to BUAD 455 is essential. We have selected a random sample of students who graduated in Spring 2014, and are identifying whether prerequisites have been compromised. Purchased the drill-down, item analysis from ETS to determine the exact problem. Finally, a C - on Math 235 Statistics as a prerequisite for the quantitative sequence has been recommended to the curriculum committee.	<p align="center">ETS-Quantitative</p>																														
LO5 - Ethics - measured using the Legal/Social Score on the ETS Business Test	Summative - External Comparative Data - prior two administrations	Goal continuous improvement- 2014 score is far below the 2012 score (which was very high), but it is also below the 2010 result	A decline overall is cause for concern.	Dr. Galante as the lead full-time colleague in this area has improved coordination with the adjunct that teaches half of the BUAD 202 classes, a shift of emphasis has been put in place. Also, the Joint Curriculum Committee is reconsidering Ethics across the curriculum. The drill-down item analysis from ETS will help in this diagnosis.	<p align="center">ETS-Legal</p>																														
LO6 - Global - measured using the International score from the ETS Business test	Summative - External, Comparative Data - two prior administrations	Goal Continuous Improvement- 2014 score is down from the 2012 high but is marginally better than the 2010 result. This needs further watching	Score is up and down, but we are concerned because it is less than 50th percentile.	While our CPC reveals coverage across the curriculum, referred this issue to the joint curriculum committee. See option tabs to diagnose this problem.	<p align="center">ETS-International</p>																														
LO 2 Analytical Ability- Measured by Employer survey	Summative - External - Comparative - two prior administrations	Goal Continuous Improvement	Good solid increase in the score - indicates no improvement needed. However, in light of the ETS Quantitative score above this item merits more work	Since this is automatically collected, we will have another opportunity to review this and (see above), we purchased drill-down item analysis from ETS to determine the exact nature of the problem	<p align="center">Employer - Analytical</p>																														
LO 3 Oral and Written Communication Skills- measured by employer survey	Summative - External - Comparative -two prior administrations	Goal Continuous improvement	Good solid performance again on these measures. Both 2014 results exceed the average of the previous two administrations	This item is automatically collected as part of the employer survey, but we should place it on the two year review cycle. This is a strong performance.	<p align="center">Employer - Communication</p>																														
LO1 Integrating across disciplines - measured by Graduating Senior Survey	Summative - Internal - self reported. Comparative - rolling average of prior surveys	Goal- Continuous improvement compared to rolling average	Both measures returned to above the rolling average. For the life-long learning measure it does appear that the Fall 2013 was uncharacteristically low, the measure has returned to long-term average	This item is automatically collected as part of the graduating senior survey, but we should place it on the two year review cycle. This is a strong performance. The performance is so high, and the question includes economics, globalization and competitive challenge, these items should be broken out on the survey.	<p align="center">Integrating Across Disciplines</p> <p>The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.</p> <p>I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.</p>																														

