

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-designed																												
Performance Measure	What is your measurement instrument or process? Do not use grades.	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
Measurable goal	What is your goal?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																									
Finance Option Measures																													
LO1- Integrating across disciplines- continuous improvement	ETS- Test - utilizing the overall percentile by option	Current results is 85, down from 99.	Obviously a disappointment down from perfect. But, still above 80. Finance is always a smaller sample, so some volatility can be expected.	Wait for the next administration.	<table border="1"> <caption>ETS-Overall - By Option</caption> <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> </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
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LO1 - Integrating Across Disciplines- Utilizes ETS Business Test - Economics Score	Summative, External Comparative Data prior two administrations	Current results are 99 on the economics score	Unchanged from 2012, very strong results.	No action required.	See chart above																								
LO2-Analytical Ability- Measure - ETS-Business Test- Quantitative Business Analysis score	Summative, External Comparative Data prior two administrations	Current results are 33.	Dramatic reduction in this measure. There has been no change in math requirements, or quantitative business courses.	The curriculum change recommended to the Joint Curriculum Committee for a C on MATH 235 partially addresses this. We will have to wait for another administration to determine if this is a problem that needs further adjustments.	See chart above																								
LO4-Professional Skills-ETS Business Test- Finance Score	Summative, External Comparative Data prior two administrations	Current score is 99.	Unchanged from 2012, very strong results.	Assessed every two years as part of ETS test.	See chart above																								
LO5-Ethics- ETS Business Test- Ethic/Social Score	Summative, External Comparative Data prior two administrations	Current result is 94	Slight reduction, down from 98 in 2012. With such a high score to compare to, we find this result acceptable.	The strong result in Finance complicates the picture for the accounting and other options that had lower scores. The drill-down item analysis will be helpful.	See chart above																								
LO6-International- ETS Business Test- International Score	Summative, External Comparative Data prior two administrations	Current result is 81.	Reduction from the 2012- 99. While the 99 in 2012 we expected a decline, but is this significant? We conclude no, there has been no recent change in curriculum which would account for this, a significant number of students take the finance elective BUAD 344 International Finance.	Recommendation to the Accounting/Finance curriculum committee: include BUAD 344 as a required finance elective. Scheduling - offer this course once per year. Until a change is made, use advising to include it among the finance electives.	See chart above																								
LO1-Integrating Across Disciplines- Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	The current result for life-long learning is 94 and the score for integrating across disciplines is 90.	The life long learning score is an improvement over 2012, the integrating across disciplines score is a slight decline. Both now over 80.	Part of the routine survey - small sample size perhaps, 2 year cycle for assessment.																									
LO2-Analytical Ability - Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	Current score on Quantitative and Qualitative methods 100, Decision Making under uncertainty- 83	Both scores up slightly over 2012, decision-making under uncertainty is now at the rolling average.	Routine question on the survey, so place on the 2 year cycle for monitoring.																									
LO3-Communication Skills-Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	Current scores: Written and oral presentation- 95, Communicate with technology- 96, Collaboration skills-100.	Written and oral communication and collaboration show improvement, communication with technology scored a slight reduction, but with 99 in 2012 it was difficult to do otherwise.	The finance faculty are consistent in their support for the BUAD 343 course project. This strong performance is support for that position. The course just went through re-certification as a "W" course. The survey will be adjusted to separate written and oral communication.																									

<p>LO4-Professional Skills-Measure Graduating Senior Survey</p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current results are: Team work-90, team leadership-85, professionally prepared- 88.</p>	<p>Each measure has improved slightly and they are above 80.</p>	<p>No action required.</p>	<p>Finance - Professional Skills</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> </tr> </thead> <tbody> <tr> <td>Professional Skills</td> <td>85</td> <td>88</td> <td>90</td> <td>85</td> </tr> <tr> <td>I learned to plan, organize, prioritize and coordinate tasks and work in a team context.</td> <td>85</td> <td>88</td> <td>90</td> <td>85</td> </tr> <tr> <td>I developed my leadership skills (ability to foster a vision, clarify objectives, and energize and inspire others).</td> <td>85</td> <td>88</td> <td>90</td> <td>85</td> </tr> <tr> <td>I am prepared with the necessary skills to be successful in my field.</td> <td>85</td> <td>88</td> <td>90</td> <td>85</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Professional Skills	85	88	90	85	I learned to plan, organize, prioritize and coordinate tasks and work in a team context.	85	88	90	85	I developed my leadership skills (ability to foster a vision, clarify objectives, and energize and inspire others).	85	88	90	85	I am prepared with the necessary skills to be successful in my field.	85	88	90	85
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<p>LO5- Ethics- Measure Graduating Senior Survey</p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current results are: Volunteerism and community service-5, Ethical Decision-making- 100</p>	<p>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.</p>	<p>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?</p>	<p>Finance - Ethics and Social Responsibility</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> </tr> </thead> <tbody> <tr> <td>Ethics and Social Responsibility</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>The program helped me to appreciate the importance of volunteerism and community service.</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>I am able to assess ethical dimensions and the community impact in decision-making.</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Ethics and Social Responsibility	5	5	5	5	The program helped me to appreciate the importance of volunteerism and community service.	100	100	100	100	I am able to assess ethical dimensions and the community impact in decision-making.	100	100	100	100					
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