

**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. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination.</i>																																		
Performance Measure	Analysis of Results				Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																														
Measurable goal	Current Results	Analysis of Results	Action Taken or Improvement made																																
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?																																
What is your measurement instrument or process? Do not use grades.																																			
(Indicate type of instrument) direct, formative, internal, comparative																																			
<b>Finance Option Measures</b>																																			
<b>LO1- Integrating across disciplines- continuous improvement</b>	ETS- Test - utilizing the overall percentile by option	<b>2014-</b> Current results is 85, down from 99. <b>2016</b> - Result for finance fell again to 60. Significant concern	<b>2014-</b> Obviously a disappointment down from perfect. But, still above 80. Finance is always a smaller sample, so some volatility can be expected. <b>2016-</b> The analysis is complicated by the fact that finance contributes only one course to the core, and all other options did better in finance. We concluded after reviewing individual student scores that the problem was a small cohort.	Wait for the next administration.	<table border="1"> <thead> <tr> <th></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>		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
	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																														
	Use this chart for all ETS results discussed below.	Use this chart for all ETS results discussed below.	Use this chart for all ETS results discussed below.	Use this chart for all ETS results discussed below.																															
<b>LO1 - Integrating Across Disciplines- Utilizes ETS Business Test - Economics Score</b>	Summative, External Comparative Data prior two administrations	<b>2014-</b> Current results are 99 on the economics score <b>2016-</b> Result is down as all the other dimensions - we are concerned but believe that it was a matter of the small cohort for finance, and on this administration generally poorer finance students.	<b>2014-</b> Unchanged from 2012, very strong results. <b>2016-</b> While the results are lower, finance provides only one course in the core, and all other options improved.	<b>2014-</b> No action required <b>2016-</b> No action, but discussions are continuing.	See chart above																														

<b>LO2-Analytical Ability- Measure - ETS-Business Test- Quantitative Business Analysis score</b>	Summative, External Comparative Data prior two administrations	<b>2014-</b> Current results are 33. <b>2016-</b> a small improvement over 2014, but still unacceptable. The finance majors take all the same core courses as other options, so again, we believe it is the small cohort and poorer students.	Dramatic reduction in this measure. There has been no change in math requirements, or quantitative business courses. <b>2016- same</b>	<b>2014-</b> 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. <b>2016-</b> The MATH 235 change did not happen, but it would have been too early for this administration anyway.	See chart above																								
<b>LO4-Professional Skills-ETS Business Test- Finance Score</b>	Summative, External Comparative Data prior two administrations	<b>2014-</b> Current score is 99. <b>2016-</b> Current score is 93.	<b>2014-</b> Unchanged from 2012, very strong results. <b>2016-</b> The only good news in the finance report, while it is a decline, it remains above 90%. It was because of this score that the curriculum committee recommended no change to the finance curriculum.	Assessed every two years as part of ETS test.	See chart above																								
<b>LO5-Ethics- ETS Business Test- Ethic/Social Score</b>	Summative, External Comparative Data prior two administrations	<b>2014-</b> Current result is 94. <b>2016-</b> Current result is 84.	<b>2014-</b> Slight reduction, down from 98 in 2012. With such a high score to compare to, we find this result acceptable. <b>2016-</b> Decline but still above 80th. The curriculum committee reviewed the "across the curriculum" approach to ethics and the content of our Legal Environment course - no changes recommended.	<b>2014-</b> 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. <b>2016-</b> no change.	See chart above																								
<b>LO6-International- ETS Business Test- International Score</b>	Summative, External Comparative Data prior two administrations	<b>2014-</b> Current result is 81. <b>2016-</b> Current result is 56.	<b>2014-</b> 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. <b>2016-</b> Finance declined while the entire BUAD went up.	<b>2014-</b> 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. <b>2016-</b> The department is still discussing requiring international finance, but scheduling and complement remain the impediment.	See chart above																								
<b>LO1-Integrating Across Disciplines- Graduating Senior Survey</b>	Summative- Internal- Self Reported Survey- Comparative prior administrations	<b>2014-</b> The current result for life-long learning is 94 and the score for integrating across disciplines is 90 <b>2016-</b> Results fell from just above 90, to just below 80.	<b>2014-</b> The life long learning score is an improvement over 2012, the integrating across disciplines score is a slight decline. Both now over 80. <b>2016-</b> Disappointing but consistent with our determination of a poorer finance cohort.	Part of the routine survey - small sample size perhaps, 2 year cycle for assessment. <b>2016-</b> same.	<div style="text-align: center;"> <b>Finance - Integrating Across Disciplines</b> </div> <table border="1"> <caption>Finance - Integrating Across Disciplines Data</caption> <thead> <tr> <th>Item</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Business Sense</td> <td>85</td> <td>70</td> <td>80</td> <td>90</td> <td>75</td> </tr> <tr> <td>The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.</td> <td>75</td> <td>45</td> <td>70</td> <td>95</td> <td>75</td> </tr> <tr> <td>I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.</td> <td>95</td> <td>90</td> <td>95</td> <td>85</td> <td>75</td> </tr> </tbody> </table>	Item	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Business Sense	85	70	80	90	75	The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.	75	45	70	95	75	I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.	95	90	95	85	75
Item	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016																								
Business Sense	85	70	80	90	75																								
The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.	75	45	70	95	75																								
I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.	95	90	95	85	75																								

<p><b>LO2-Analytical Ability - Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p><b>2014-</b> Current score on Quantitative and Qualitative methods 100, Decision-Making under uncertainty- 83. <b>2016-</b> Both scores now below 80th.</p>	<p><b>2014-</b> Both scores up slightly over 2012, decision-making under uncertainty is now at the rolling average. <b>2016-</b> Significant decline - students take the same core courses - no core improvement needed.</p>	<p>Routine question on the survey, so place on the 2 year cycle for monitoring. <b>2016-</b> same.</p>	<p style="text-align: center;"><b>Finance - Analytical and Problem Solving Skills</b></p> <table border="1"> <caption>Finance - Analytical and Problem Solving Skills</caption> <thead> <tr> <th>Category</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Analytical and Problem Solving Skills</td> <td>90</td> <td>95</td> <td>90</td> <td>95</td> <td>80</td> </tr> <tr> <td>I developed my decision-making skills and learned quantitative methods as well as qualitative methods of problem solving.</td> <td>95</td> <td>95</td> <td>95</td> <td>100</td> <td>80</td> </tr> <tr> <td>I developed my ability to choose among various courses of action under risk and uncertainty using different perspectives.</td> <td>90</td> <td>95</td> <td>90</td> <td>95</td> <td>80</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Analytical and Problem Solving Skills	90	95	90	95	80	I developed my decision-making skills and learned quantitative methods as well as qualitative methods of problem solving.	95	95	95	100	80	I developed my ability to choose among various courses of action under risk and uncertainty using different perspectives.	90	95	90	95	80																		
Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016																																										
Analytical and Problem Solving Skills	90	95	90	95	80																																										
I developed my decision-making skills and learned quantitative methods as well as qualitative methods of problem solving.	95	95	95	100	80																																										
I developed my ability to choose among various courses of action under risk and uncertainty using different perspectives.	90	95	90	95	80																																										
<p><b>LO3-Communication Skills-Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current scores: Written and oral presentation- 95, Communicate with technology- 96, Collaboration skills-100. <b>2016-</b> The written and oral communication now broken out, just below 80%.</p>	<p>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. <b>2016-</b> Overall score is just above 80%, interpersonal skills remain at 100, written and oral could improve to above 80.</p>	<p>The finance faculty are consistent in their support for the BUAD 341 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. <b>2016-</b> the survey has been adjusted. Writing remains important in the core course, BUAD 341, and in all the option courses. This result is affected by the overall poor performance of this option.</p>	<p style="text-align: center;"><b>Finance - Communication Skills</b></p> <table border="1"> <caption>Finance - Communication Skills</caption> <thead> <tr> <th>Category</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Communication Skills</td> <td>95</td> <td>90</td> <td>95</td> <td>95</td> <td>85</td> </tr> <tr> <td>I learned to develop and deliver a persuasive presentation, both written and oral.</td> <td>95</td> <td>85</td> <td>95</td> <td>95</td> <td>80</td> </tr> <tr> <td>I am able to communicate using information technology.</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>80</td> </tr> <tr> <td>Written</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> </tr> <tr> <td>Oral</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> </tr> <tr> <td>My interpersonal and collaborative skills have improved (showing empathy, treating others with respect, promoting solidarity and trust).</td> <td>90</td> <td>90</td> <td>90</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Communication Skills	95	90	95	95	85	I learned to develop and deliver a persuasive presentation, both written and oral.	95	85	95	95	80	I am able to communicate using information technology.	100	100	100	100	80	Written	80	80	80	80	80	Oral	80	80	80	80	80	My interpersonal and collaborative skills have improved (showing empathy, treating others with respect, promoting solidarity and trust).	90	90	90	100	100
Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016																																										
Communication Skills	95	90	95	95	85																																										
I learned to develop and deliver a persuasive presentation, both written and oral.	95	85	95	95	80																																										
I am able to communicate using information technology.	100	100	100	100	80																																										
Written	80	80	80	80	80																																										
Oral	80	80	80	80	80																																										
My interpersonal and collaborative skills have improved (showing empathy, treating others with respect, promoting solidarity and trust).	90	90	90	100	100																																										
<p><b>LO4-Professional Skills-Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current results are: Team work-90, team leadership-85, professionally prepared- 88. <b>2016-</b> scores now below 80.</p>	<p>Each measure has improved slightly and they are above 80. <b>2016-</b> with scores below 80, same low cohort that affected the ETS scores.</p>	<p>No action required.</p>	<p style="text-align: center;"><b>Finance - Professional Skills</b></p> <table border="1"> <caption>Finance - Professional Skills</caption> <thead> <tr> <th>Category</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Professional Skills</td> <td>85</td> <td>90</td> <td>85</td> <td>90</td> <td>80</td> </tr> <tr> <td>I learned to plan, organize, prioritize and coordinate tasks and work in a team context.</td> <td>90</td> <td>95</td> <td>85</td> <td>90</td> <td>80</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>90</td> <td>85</td> <td>90</td> <td>80</td> </tr> <tr> <td>I am prepared with the necessary skills to be successful in my field.</td> <td>85</td> <td>95</td> <td>85</td> <td>90</td> <td>80</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Professional Skills	85	90	85	90	80	I learned to plan, organize, prioritize and coordinate tasks and work in a team context.	90	95	85	90	80	I developed my leadership skills (ability to foster a vision, clarify objectives, and energize and inspire others).	85	90	85	90	80	I am prepared with the necessary skills to be successful in my field.	85	95	85	90	80												
Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016																																										
Professional Skills	85	90	85	90	80																																										
I learned to plan, organize, prioritize and coordinate tasks and work in a team context.	90	95	85	90	80																																										
I developed my leadership skills (ability to foster a vision, clarify objectives, and energize and inspire others).	85	90	85	90	80																																										
I am prepared with the necessary skills to be successful in my field.	85	95	85	90	80																																										

<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. <b>2016-</b> While the overall result shows improvement, it is because of the volunteerism score and not ethical decision making.</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. <b>2016-</b> the UNIV 103 course may have affected the volunteerism score, ethics score is disappointing, after four administrations showing steady improvement, we have fallen back below the Spring 2013 result.</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? <b>2016-</b> the volunteerism change is helpful. The ethical decision making is troubling. Again, small poor cohort.</p>	<p><b>Finance - Ethics and Social Responsibility</b></p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Ethics and Social Responsibility: e...</td> <td>60</td> <td>55</td> <td>60</td> <td>55</td> <td>70</td> </tr> <tr> <td>The program helped me to appreciate the importance of volunteerism and community service.</td> <td>38</td> <td>18</td> <td>25</td> <td>5</td> <td>68</td> </tr> <tr> <td>I am able to assess ethical dimensions and the community impact in decision-making.</td> <td>85</td> <td>90</td> <td>95</td> <td>100</td> <td>75</td> </tr> </tbody> </table>	Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Ethics and Social Responsibility: e...	60	55	60	55	70	The program helped me to appreciate the importance of volunteerism and community service.	38	18	25	5	68	I am able to assess ethical dimensions and the community impact in decision-making.	85	90	95	100	75
Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016																								
Ethics and Social Responsibility: e...	60	55	60	55	70																								
The program helped me to appreciate the importance of volunteerism and community service.	38	18	25	5	68																								
I am able to assess ethical dimensions and the community impact in decision-making.	85	90	95	100	75																								