

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 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. (Indicate type of instrument) direct, formative, internal, comparative	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?																													
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 2014 Overall Score was 57, down from the 65 in 2012, and just below the average of the prior two administrations of 60. The accounting and finance options were down slightly and the management and marketing options were both up slightly. 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.	None - this is an overall score - see below for more analysis and closing the loop examples.	<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- 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.	<table border="1"> <caption>ETS-Economics</caption> <thead> <tr> <th>Year</th> <th>ETS-Economics</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>~50</td> </tr> <tr> <td>2012</td> <td>~80</td> </tr> <tr> <td>2014</td> <td>~50</td> </tr> </tbody> </table>	Year	ETS-Economics	2010	~50	2012	~80	2014	~50																
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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 - 40, 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.	<table border="1"> <caption>ETS-Quantitative</caption> <thead> <tr> <th>Year</th> <th>ETS-Quantitative</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>~80</td> </tr> <tr> <td>2012</td> <td>~75</td> </tr> <tr> <td>2014</td> <td>~55</td> </tr> </tbody> </table>	Year	ETS-Quantitative	2010	~80	2012	~75	2014	~55																
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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.	<table border="1"> <caption>ETS-Legal</caption> <thead> <tr> <th>Year</th> <th>ETS-Legal</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>~50</td> </tr> <tr> <td>2012</td> <td>~80</td> </tr> <tr> <td>2014</td> <td>~50</td> </tr> </tbody> </table>	Year	ETS-Legal	2010	~50	2012	~80	2014	~50																
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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.	<table border="1"> <caption>ETS-International</caption> <thead> <tr> <th>Year</th> <th>ETS-International</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>~30</td> </tr> <tr> <td>2012</td> <td>~50</td> </tr> <tr> <td>2014</td> <td>~30</td> </tr> </tbody> </table>	Year	ETS-International	2010	~30	2012	~50	2014	~30																
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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	<table border="1"> <caption>Employer-Analytical</caption> <thead> <tr> <th>Year</th> <th>Employer-Analytical</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>~85</td> </tr> <tr> <td>2012-13</td> <td>~85</td> </tr> <tr> <td>2013-14</td> <td>~90</td> </tr> </tbody> </table>	Year	Employer-Analytical	2010-11	~85	2012-13	~85	2013-14	~90																
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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.	<table border="1"> <caption>Employer-Communication</caption> <thead> <tr> <th>Year</th> <th>Written Communication Skills</th> <th>Oral Communication Skills</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>~0.85</td> <td>~0.85</td> </tr> <tr> <td>2012-13</td> <td>~0.85</td> <td>~0.85</td> </tr> <tr> <td>2013-14</td> <td>~0.90</td> <td>~0.90</td> </tr> </tbody> </table>	Year	Written Communication Skills	Oral Communication Skills	2010-11	~0.85	~0.85	2012-13	~0.85	~0.85	2013-14	~0.90	~0.90												
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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. Since the performance is so high, and the question includes economics, globalization and competitive challenge, these items should be broken out on the survey.	<p>The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.</p> <p>I understand basic economic issues of globalization, and challenges managers face in an increasingly competitive market.</p>																								
LO2 - Analytical and Problem Solving - measured by Graduating Senior Survey	Summative - Internal - self reported. Comparative - rolling average of prior surveys	Goal- Continuous improvement compared to rolling average	Problem Solving above the rolling average. Risk and Uncertainty measure - slightly below the rolling average. Spring 2014 score is 83, against the rolling average of 90. The graph to the right is a little hard to interpret because the averages are close together: The Analytical line is 96 and the Decision making under uncertainty line is 90.	We will continue to collect this data as it is part of the routine survey, but we have also purchased the drill-down item analysis from ETS to investigate the decline further.	<p>I developed my decision-making skills and learned quantitative as well as qualitative methods of problem solving.</p> <p>I developed my ability to choose among various courses of action under risk and uncertainty using different perspectives.</p>																								
LO3-Communication Skills - measured by Graduating Senior Survey	Summative - Internal - self reported. Comparative - rolling average of prior surveys	Goal- Continuous improvement compared to rolling average	Students report: Written and oral presentation skills returned to slightly above the historical average of 86 with a score of 88. The performance of communicating with technology is 99 against an historical average of 95. The score on collaboration skill 83, is slightly below the historical average of 88.	Good performance - no recommendation at this time. The survey will be adjusted to isolate the two elements of communication that are embedded in the first question: 1) Written, 2) Oral.	<p>Communication Skills</p> <p>I learned to develop and deliver a persuasive presentation, both written and oral.</p> <p>I am able to communicate using technology.</p> <p>My interpersonal and collaborative skills have improved (showing empathy, treating others with respect, promoting solidarity and trust).</p>																								

2013-14

0.89