

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</i>																												
Performance Measure	What is your measurement instrument or process? Do not use grades.	Current Results	Analysis of 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	What are your current results?	What did you learn from the results?																										
International Business Option Measures	While International Business students take the ETS test- there are no group results because they are less than required for a group																												
No ETS Results - sample size is too small																													
LO1-Integrating Across Disciplines- Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	Current results: Life-long learning-90, Integrating across disciplines- 92 2016- The score declined to just above 80 mainly because of the decline in the life-long learning score, the 100 in economics and globalization is and improvement after the decline in 2014.	Life-long learning shows an improvement continuing the improvement since Fall 2013, integrating across disciplines is slightly down from 2012. 2016- The 100 in economics and globalization is an improvement.	Small sample size, and this question is routinely on the survey, so place on the 2 year cycle for monitoring. 2016- same.	<p align="center">Int'l Bus - Integrating Across Disciplines</p> <table border="1"> <caption>Int'l Bus - Integrating Across Disciplines Data</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>Business Sense</td> <td>85</td> <td>70</td> <td>80</td> <td>90</td> <td>85</td> </tr> <tr> <td>Appreciation for lifelong learning</td> <td>75</td> <td>45</td> <td>70</td> <td>90</td> <td>65</td> </tr> <tr> <td>Understanding basic economics</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Business Sense	85	70	80	90	85	Appreciation for lifelong learning	75	45	70	90	65	Understanding basic economics	95	95	95	95	95
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LO2-Analytical Ability - Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	Current results are: Quantitative and Qualitative Decision-Making-95, Decion-Making under uncertainty-91. 2016- Both scores at 100.	Both results are up from Spring 2014, QBA skills returned to the high of Fall 2013, uncertainty decision-making is very erratic. Small sample. The department has lower ETS results which are more persuasive. 2016- the scores are high, but it is an extremely small sample.	No action required.	<p align="center">Int'l Bus - Analytical and Problem Solving Skills</p> <table border="1"> <caption>Int'l Bus - Analytical and Problem Solving Skills Data</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>85</td> <td>95</td> <td>100</td> </tr> <tr> <td>Decision-making skills</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>100</td> </tr> <tr> <td>Ability to choose among various courses of action</td> <td>85</td> <td>95</td> <td>85</td> <td>95</td> <td>100</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Analytical and Problem Solving Skills	90	95	85	95	100	Decision-making skills	95	95	95	95	100	Ability to choose among various courses of action	85	95	85	95	100
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<p>LO3-Communication Skills-Measure Graduating Senior Survey</p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current results are: Written and oral communication-95, Communication with technology- 95, Collaboration skills- 88. 2016- score at 100, small sample.</p>	<p>2014 performance is an improvement over 2012, returning to the 2010 level. We note written and oral improved to 96. 2016- small sample</p>	<p>Small sample size, in other tabs the department is seeking to separate written and oral communication skills on the survey. 2016- no change suggested.</p>	<p style="text-align: center;">Int'l Bus - Communication Skills</p> <table border="1"> <caption>Int'l Bus - Communication Skills Data</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>90</td> <td>85</td> <td>95</td> <td>90</td> <td>100</td> </tr> <tr> <td>Written</td> <td>95</td> <td>80</td> <td>90</td> <td>95</td> <td>100</td> </tr> <tr> <td>Oral</td> <td>100</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	Fall 2016	Communication Skills	90	85	95	90	100	Written	95	80	90	95	100	Oral	100	100	100	100	100						
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<p>LO4-Professional Skills-Measure Graduating Senior Survey</p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current results are: Group planning- 85, leadership skills- 88, professional preparation- 85 2016- score at 100, small sample.</p>	<p>Good performance overall. Scores are all above 80. 2016- small sample.</p>	<p>Small sample size. No action required - 2 year cycle. 2016- no change.</p>	<p style="text-align: center;">Int'l Bus - Professional Skills</p> <table border="1"> <caption>Int'l Bus - Professional Skills Data</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>80</td> <td>90</td> <td>100</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>80</td> <td>90</td> <td>100</td> </tr> <tr> <td>I developed my leadership skills (ability to foster a vision, clarify objectives, and energize and inspire others).</td> <td>80</td> <td>85</td> <td>80</td> <td>90</td> <td>100</td> </tr> <tr> <td>I am prepared to be successful in my field.</td> <td>80</td> <td>95</td> <td>85</td> <td>90</td> <td>100</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Professional Skills	85	90	80	90	100	I learned to plan, organize, prioritize and coordinate tasks and work in a team context.	90	95	80	90	100	I developed my leadership skills (ability to foster a vision, clarify objectives, and energize and inspire others).	80	85	80	90	100	I am prepared to be successful in my field.	80	95	85	90	100
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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- 33, Ethical decision-making-67 2016- small sample, volunteerism score is 0.</p>	<p>Mixed result, while volunteerism is up, the significant decline in ethical decision-making is a concern. On the other hand, probably the result of a small sample. Ethics scores are down overall on the ETS test which is probably more persuasive. 2016- small sample.</p>	<p>Departmental action on coordinating BUAD 202 Legal environment, and discussions in curriculum committee to review the ethics across the curriculum decision. 2016- no change recommended.</p>	<p style="text-align: center;">Int'l Bus - Ethics and Social Responsibility</p> <table border="1"> <caption>Int'l Bus - Ethics and Social Responsibility Data</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>Ethics and Social Responsibility</td> <td>60</td> <td>55</td> <td>60</td> <td>50</td> <td>50</td> </tr> <tr> <td>The program helped me to appreciate the importance of volunteerism and community service.</td> <td>35</td> <td>20</td> <td>25</td> <td>30</td> <td>35</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>70</td> <td>100</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Ethics and Social Responsibility	60	55	60	50	50	The program helped me to appreciate the importance of volunteerism and community service.	35	20	25	30	35	I am able to assess ethical dimensions and the community impact in decision-making.	85	90	95	70	100						
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