

**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-																																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																								
Measurable goal	Do not use grades.	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 goal?	(Indicate type of instrument) direct, formative, internal, comparative																																												
<b>Management Option Measures</b>																																													
<b>LO1- Integrating across disciplines- continuous improvement</b>	ETS- Test - utilizing the overall percentile by option	Current results is 45, slowly improving.	Still below 50 percentile, but improving.	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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	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.	<table border="1"> <caption>ETS- Management Students by Subject</caption> <thead> <tr> <th>Year</th> <th>Accounting</th> <th>Economics</th> <th>Management</th> <th>Quant Bus. Analysis</th> <th>Finance</th> <th>Marketing</th> <th>Legal/Social Ethic.</th> <th>Information Sys.</th> <th>International</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td>2012</td> <td>55</td> <td>60</td> <td>65</td> <td>70</td> <td>75</td> <td>80</td> <td>85</td> <td>90</td> <td>95</td> </tr> <tr> <td>2014</td> <td>50</td> <td>55</td> <td>60</td> <td>65</td> <td>70</td> <td>75</td> <td>80</td> <td>85</td> <td>90</td> </tr> </tbody> </table>	Year	Accounting	Economics	Management	Quant Bus. Analysis	Finance	Marketing	Legal/Social Ethic.	Information Sys.	International	2010	50	50	50	50	50	50	50	50	50	2012	55	60	65	70	75	80	85	90	95	2014	50	55	60	65	70	75	80	85	90
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<b>LO1 - Integrating Across Disciplines- Utilizes ETS Business Test - Economics Score</b>	Summative, External Comparative Data prior two administrations	Current Result is 51.	2014 result is down from the 2012 score of 63, but up considerably from the 20 in 2010.	The improvement over 2010 is noted, no change is required at this time. Wait for the next administration. The department is waiting for one more administration before we discuss the issue with economics. The drill-down item analysis available through ETS will help in the diagnosis.	See graph above																																								
<b>LO2-Analytical Ability- Measure ETS-Business Test- Quantitative Business Analysis score</b>	Summative, External Comparative Data prior two administrations	Current result is 53.	Steady decline in this measure. Down from a high in 2010 of 90 in 2010, 76 in 2012.	Management majors need to be encouraged to complete the math prerequisites and then BUAD 206 and BUAD 358 in a timely way. BUAD 358 must be completed before students attempt BUAD 455 where the ETS test is administered.	See graph above																																								
<b>LO4-Professional Skills-ETS Business Test- Management Score</b>	Summative, External Comparative Data prior two administrations	Current result is 45.	Down from 71 in 2012, but above the 35 in 2010.	Requirement of a capstone course is being implemented by the Management and Marketing department.	See graph above																																								
<b>LO5-Ethics- ETS Business Test- Ethic/Social Score</b>	Summative, External Comparative Data prior two administrations	Current score is 22.	Steady decline - down from the high of 70 in 2010 and the 52 in 2012.	The decline in the ethics score raises the question about our ethics across the curriculum approach. Recommend that the Joint Curriculum Committee consider a core change.	See graph above																																								
<b>LO6-International- ETS Business Test- International Score</b>	Summative, External Comparative Data prior two administrations	Current score is 23.	The 2014 result matches the 2012, but is also up from the 10 in 2010.	The Management and Marketing department made BUAD 357 international Management a required course, this change has not yet worked through the students taking the ETS test - the next administration will be persuasive.	See graph above																																								
<b>LO1-Integrating Across Disciplines- Graduating Senior Survey</b>	Summative- Internal- Self Reported Survey- Comparative prior administrations	Current scores are: Life-long learning-69, Integrating across disciplines- 81	life-long learning remains unchanged, integrating across disciplines has fallen to 81. The decline in the latter has been happening over four administrations. The economics score on the ETS Economics also declined.	The survey is to be changed to breakout the individual components: 1) economics, 2) globalization and 3) competitive complex environment.	<table border="1"> <caption>Management Integrating Across Disciplines</caption> <thead> <tr> <th>Year</th> <th>Business Sense</th> <th>The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.</th> <th>I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>85</td> <td>75</td> <td>95</td> </tr> <tr> <td>Fall 2013</td> <td>80</td> <td>70</td> <td>90</td> </tr> <tr> <td>Spring 2014</td> <td>85</td> <td>75</td> <td>95</td> </tr> <tr> <td>Fall 2014</td> <td>80</td> <td>70</td> <td>90</td> </tr> </tbody> </table>	Year	Business Sense	The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.	I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.	Spring 2013	85	75	95	Fall 2013	80	70	90	Spring 2014	85	75	95	Fall 2014	80	70	90																				
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<p><b>LO2-Analytical Ability - Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current scores are: Quantitative and qualitative decision-making- 82, Decision-making under uncertainty- 100</p>	<p>Decline in quantitative and qualitative decision-making from 2012 - 95 to the current 82. Decision-making under uncertainty was greater, 2012-95 to 100. These results are inconsistent, the decline in QBA is similar to decline in ETS-QBA, the change in decision-making under uncertainty to 100 is hard to explain, except that it is self-reported.</p>	<p>See the ETS results above for QBA, tightening up prerequisites and the C- prerequisite rule will address this result, but it will take several administrations to get those students to graduation.</p>	<p style="text-align: center;"><b>Management - Analytical and Problem Solving Skills</b></p>
<p><b>LO3-Communication Skills-Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current scores are: Written and oral communication-73, communication with technology 91, collaboration- 72</p>	<p>Overall slight decline, the writing and oral measure has fallen below 80, as has collaboration.</p>	<p>The Management and Marketing department just confirmed BUAD 251 and BUAD 455 as writing courses. Other management classes emphasize writing. The surge will be improved to isolate written and oral communication.</p>	<p style="text-align: center;"><b>Management - Communication Skills</b></p>
<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: Planning-82, Leadership-73, Professionally prepared- 90</p>	<p>Planning and Leadership show small declines from Spring 2014, but professional preparation is slightly up to 90. It is interesting that students think they are well prepared (90%), but their planning (80%) and leadership (70%) are both lower.</p>	<p>The Management and Marketing department has added Management Skills as an available elective, but that alone cannot solve this. Recommend to the MM department that they review issue.</p>	<p style="text-align: center;"><b>Management - Professional Skills</b></p>
<p><b>LO5- Ethics- Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current results are: Volunteerism-27, Ethical decision-making- 91</p>	<p>Improvements overall, both volunteerism and ethical decision-making. Fall 2014 continues the improvement in volunteerism but ethical decision-making declined.</p>	<p>See discussion of ethics above.</p>	<p style="text-align: center;"><b>Management - Ethics and Social Responsibility</b></p>