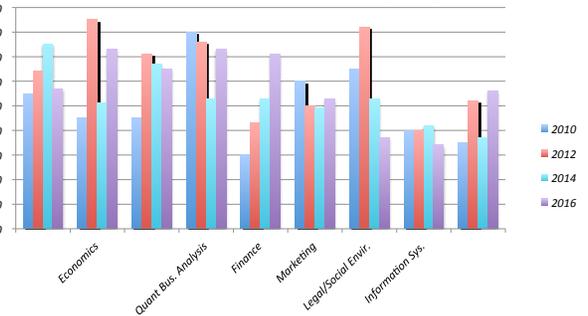


## Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																																		
<b>1. Student Learning Results</b>	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,</i>																																		
Performance Measure  Measurable goal  What is your goal?	Analysis of Results				Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																														
	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?																																
<b>Management Option Measures</b> LO1- Integrating across disciplines- continuous improvement	ETS- Test - utilizing the overall percentile by option	2014- Current results is 45, slowly improving. 2016- score is 53.	2014- Still below 50 percentile, but improving. 2016- now above 50.	Wait for the next administration.	<p style="text-align: center;"><b>ETS- Overall - By Option</b></p>  <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <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
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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.	<p style="text-align: center;"><b>ETS - Overall BUAD Percentile by Subject</b></p> 																														

<p><b>LO1 - Integrating Across Disciplines- Utilizes ETS Business Test - Economics Score</b></p>	<p>Summative, External Comparative Data prior two administrations</p>	<p><b>2014-</b>Current Result is 51. <b>2016-</b> Current result is over 70. <b>2014-</b>2014 result is down from the 2012 score of 63, but up considerably from the 20 in 2010. <b>2016-</b> Good result, now over 70th. The C- in the two economics prerequisites for the core course BUAD 251, may be the cause of this improvement.</p>	<p><b>2014-</b> 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. <b>2016-</b> The drill down did not reveal any suggestions, the two prerequisite courses to BUAD 251 is the probably cause of the improvement, but we can't be sure because only graduating seniors take the ETS.</p>	<p>See graph above</p>
<p><b>LO2-Analytical Ability- Measure ETS-Business Test- Quantitative Business Analysis score</b></p>	<p>Summative, External Comparative Data prior two administrations</p>	<p><b>2014-</b> Current result is 53. <b>2016-</b> the result is now over 70th. <b>2014-</b> Steady decline in this measure. Down from a high in 2010 of 90 in 2010, 76 in 2012. <b>2016-</b> The return to over 70th. The 2016 ETS administration was affected by the enforcement of the BUAD 358 prerequisite in BUAD 455.</p>	<p><b>2014-</b> 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. <b>2016-</b> the change in prerequisite is probably enough, no further change suggested.</p>	<p>See graph above</p>
<p><b>LO4-Professional Skills-ETS Business Test- Management Score</b></p>	<p>Summative, External Comparative Data prior two administrations</p>	<p><b>2014-</b> Current result is 45. <b>2016-</b> the current score is now 70th. <b>2014-</b> Down from 71 in 2012, but above the 35 in 2010. <b>2016-</b>the return to 70th return to the 2012 level, no further change suggested.</p>	<p><b>2014-</b> Requirement of a capstone course is being implemented by the Management and Marketing department. <b>2016-</b> the discussions about requiring capstone courses other BUAD 455 for management is still continuing, but complement and scheduling are difficult because of the number of majors.</p>	<p>See graph above</p>
<p><b>LO5-Ethics- ETS Business Test- Ethic/Social Score</b></p>	<p>Summative, External Comparative Data prior two administrations</p>	<p><b>2014-</b> Current score is 22. <b>2016-</b> the current score is 15. <b>2014-</b> Steady decline - down from the high of 70 in 2010 and the 52 in 2012. <b>2016-</b> continued decline, the department considered the ETS coverage, noting that the legal questions are well covered, but the ethics component is missing.</p>	<p><b>2014-</b> 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. <b>2016-</b> the joint committee reviewed the "across the curriculum" and decided to stick with the plan, with some coordination of coverage in core courses.</p>	<p>See graph above</p>
<p><b>LO6-International- ETS Business Test- International Score</b></p>	<p>Summative, External Comparative Data prior two administrations</p>	<p><b>2014-</b> Current score is 23. <b>2016-</b> the current score is 41 <b>2014-</b> The 2014 result matches the 2012, but is also up from the 10 in 2010. <b>2016-</b> The improvement is noted, BUAD 357 International Management is probably the cause.</p>	<p><b>2014-</b> 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. <b>2016-</b> the requirement of BUAD 357 has almost doubled the score. It is still less than 50th, so that is the new target.</p>	<p>See graph above</p>

<p><b>LO1-Integrating Across Disciplines- Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p><b>2014-</b> Current scores are: Life-long learning-69, Intergrating across disciplines- 81 <b>2016-</b> Significant improvement to 100 and 91.</p>	<p><b>2014-</b> 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. <b>2016-</b> Solid improvement. improvement in the two economics prerequisites and the requirement of BUAD 357 contributed to this result.</p>	<p><b>2014-</b> The survey is to be changed to breakout the individual components: 1) economics, 2) globalization and 3) competitive complex environment. <b>2016-</b> The survey has not been changed, but it is still in the plans.</p>	<p style="text-align: center;"><b>Management Integrating Across Disciplines</b></p> <table border="1"> <caption>Management Integrating Across Disciplines Data</caption> <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>Business Sense:</td> <td>85</td> <td>70</td> <td>80</td> <td>75</td> <td>95</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>70</td> <td>100</td> </tr> <tr> <td>I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.</td> <td>100</td> <td>95</td> <td>95</td> <td>80</td> <td>95</td> </tr> </tbody> </table>	Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Business Sense:	85	70	80	75	95	The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.	75	45	70	70	100	I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.	100	95	95	80	95																		
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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><b>2014-</b> Current scores are: Quantitative and qualitative decision-making-82, Decision-making under uncertainty- 100 <b>2016-</b> Current scores are 93 and 77.</p>	<p><b>2014-</b> 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. <b>2016-</b> The QBA was affected by the requirement of BUAD 358 for BUAD 455.</p>	<p><b>204-</b> 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. <b>2016-</b> The BUAD 358 requirement is apparently working.</p>	<p style="text-align: center;"><b>Management - Analytical and Problem Solving Skills</b></p> <table border="1"> <caption>Management - Analytical and Problem Solving Skills Data</caption> <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>Analytical and Problem Solving Skills:</td> <td>90</td> <td>95</td> <td>90</td> <td>90</td> <td>85</td> </tr> <tr> <td>I developed my decision-making skills and learned quantitative as well as qualitative methods of problem solving.</td> <td>95</td> <td>95</td> <td>95</td> <td>80</td> <td>95</td> </tr> <tr> <td>I developed my ability to choose among various courses of action under risk and uncertainty using different perspectives.</td> <td>85</td> <td>95</td> <td>85</td> <td>100</td> <td>80</td> </tr> </tbody> </table>	Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Analytical and Problem Solving Skills:	90	95	90	90	85	I developed my decision-making skills and learned quantitative as well as qualitative methods of problem solving.	95	95	95	80	95	I developed my ability to choose among various courses of action under risk and uncertainty using different perspectives.	85	95	85	100	80																		
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<p><b>LO3-Communication Skills-Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p><b>2014-</b> Current scores are: Written and oral communication-73, communication with technology-91, collaboration- 72 <b>2016-</b> Improvement in all scores, new scores in written and oral communication.</p>	<p><b>2014-</b> Overall slight decline, the writing and oral measure has fallen below 80, as has collaboration. <b>2016-</b> good improvement.</p>	<p><b>2014-</b> The Management and Marketing department just confirmed BUAD 251 and BUAD 455 as writing courses. Other management classes emphasize writing. The survey will be improved to isolate written and oral communication. <b>2016-</b> no change recommended.</p>	<p style="text-align: center;"><b>Management - Communication Skills</b></p> <table border="1"> <caption>Management - Communication Skills Data</caption> <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>Communication Skills:</td> <td>90</td> <td>85</td> <td>90</td> <td>85</td> <td>95</td> </tr> <tr> <td>I learned to develop and deliver a persuasive presentation, both written and oral.</td> <td>90</td> <td>75</td> <td>85</td> <td>75</td> <td>100</td> </tr> <tr> <td>Written</td> <td>100</td> <td>100</td> <td>100</td> <td>100</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> <tr> <td>I am able to communicate using information technology.</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> </tr> <tr> <td>My interpersonal and collaborative skills have improved (showing empathy, treating others with respect, promoting solidarity and trust).</td> <td>85</td> <td>85</td> <td>85</td> <td>75</td> <td>95</td> </tr> </tbody> </table>	Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	Communication Skills:	90	85	90	85	95	I learned to develop and deliver a persuasive presentation, both written and oral.	90	75	85	75	100	Written	100	100	100	100	100	Oral	100	100	100	100	100	I am able to communicate using information technology.	95	95	95	95	95	My interpersonal and collaborative skills have improved (showing empathy, treating others with respect, promoting solidarity and trust).	85	85	85	75	95
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<p><b>LO4-Professional Skills-Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p><b>2014-</b> Current results are: Planning-82, Leadership-73, Professionally prepared- 90 <b>2016-</b> Overall slight improvement across measures, except in success in fields, which fell to 83, but still above 80.</p>	<p><b>2014-</b> 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. <b>2016-</b> Planning and leadership showed improvement while preparation fell. Overall it is improved.</p>	<p><b>2014-</b> 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. <b>2016-</b> no change recommended.</p>	<p style="text-align: center;"><b>Management - Professional Skills</b></p> <table border="1"> <caption>Management - Professional Skills Data</caption> <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>I learned to plan, coordinate tasks and foster a vision, clarify objectives, and energize and inspire others.</td> <td>85</td> <td>90</td> <td>80</td> <td>85</td> <td>90</td> </tr> <tr> <td>I developed my leadership skills (ability with the necessary skills to be successful in my field.)</td> <td>80</td> <td>85</td> <td>80</td> <td>75</td> <td>85</td> </tr> </tbody> </table>	Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	I learned to plan, coordinate tasks and foster a vision, clarify objectives, and energize and inspire others.	85	90	80	85	90	I developed my leadership skills (ability with the necessary skills to be successful in my field.)	80	85	80	75	85														
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<p><b>LO5- Ethics- Measure Graduating Senior Survey</b></p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p><b>2014-</b> Current results are: Volunteerism-27, Ethical decision-making- 91 <b>2016-</b> overall improvement, ethical decision making is now at 100.</p>	<p><b>2014-</b> Improvements overall, both volunteerism and ethical decision-making. Fall 2014 continues the improvement in volunteerism but ethical decision-making declined. <b>2016-</b> improvement noted, the UNIV 103 course should now be affecting the result, below 40 is still a problem. Scheduling realities complicate making UNIV 103 available for all freshmen.</p>	<p><b>2014-</b> See discussion of ethics above. <b>2016-</b> no change recommended.</p>	<p style="text-align: center;"><b>Management - Ethics and Social Responsibility</b></p> <table border="1"> <caption>Management - Ethics and Social Responsibility Data</caption> <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>The program helped me to appreciate the importance of volunteerism and community service.</td> <td>60</td> <td>55</td> <td>60</td> <td>60</td> <td>70</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>90</td> <td>100</td> </tr> </tbody> </table>	Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2016	The program helped me to appreciate the importance of volunteerism and community service.	60	55	60	60	70	I am able to assess ethical dimensions and the community impact in decision-making.	85	90	95	90	100														
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<p><b>LO4- BUAD 452 - Course embedded. The students will score at least 80% on exam questions as a result of quizzes on the material administered in the semester.</b></p>	<p><b>Exam Questions. Direct, formative, and internal. Every semester beginning with 2013/2014</b></p>	<p>Mixed, some above 80%, some below.</p>	<p>Good results - last two administrations two of three measures are above 80%.</p>	<p>Course change -The assignment will continue.</p>	<p style="text-align: center;"><b>Management Science- Quality, Reliability and Inventory</b></p> <table border="1"> <caption>Management Science- Quality, Reliability and Inventory Data</caption> <thead> <tr> <th>Semester</th> <th>Quality</th> <th>Reliability</th> <th>Inventory</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>80</td> <td>85</td> <td>75</td> </tr> <tr> <td>Spring 2014</td> <td>80</td> <td>75</td> <td>65</td> </tr> <tr> <td>Fall 2014</td> <td>80</td> <td>85</td> <td>70</td> </tr> <tr> <td>Spring 2015</td> <td>85</td> <td>85</td> <td>75</td> </tr> <tr> <td>Fall 2015</td> <td>90</td> <td>85</td> <td>80</td> </tr> <tr> <td>Spring 2016</td> <td>80</td> <td>90</td> <td>85</td> </tr> <tr> <td>Fall 2016</td> <td>85</td> <td>90</td> <td>75</td> </tr> </tbody> </table>	Semester	Quality	Reliability	Inventory	Fall 2013	80	85	75	Spring 2014	80	75	65	Fall 2014	80	85	70	Spring 2015	85	85	75	Fall 2015	90	85	80	Spring 2016	80	90	85	Fall 2016	85	90	75
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