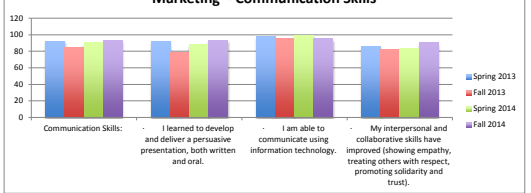

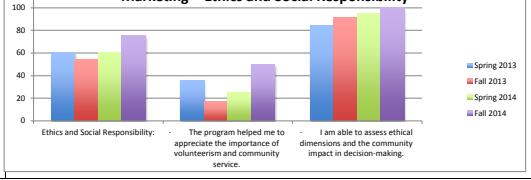


Standard #4 Measurement and Analysis of Student Learning and Performance

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	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?	What did you improve or what is your next step?																									
Marketing Option Measures LO1- Integrating across disciplines- continuous improvement	ETS- Test - utilizing the overall percentile by option	Current results is 41, 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.																									
LO1 - Integrating Across Disciplines- Utilizes ETS Business Test - Economics Score	Summative, External Comparative Data prior two administrations	Current score is 21.	The score has declined from the high of 2012 of 63, and is even lower than the 2010 score of 25. All options utilize the same ECON 101 and 102 core courses.	The economics score is noted across the options, we are waiting for one more administration to have discussions with the economics department. The drill-down item analysis will help assess this issue.	See chart above.																								
LO2-Analytical Ability-Measure - ETS-Business Test-Quantitative Business Analysis score	Summative, External Comparative Data prior two administrations	Current score is 44.	The score is an improvement over the 2012 score of 5, but is down from the 2010 score of 50.	Marketing option students take the same core courses, and also are required to take BUAD 431, Marketing Research. The overall drop across all disciplines in the QBA ETS score is troubling. The drill-down item analysis will help assess this issue.	See chart above.																								
LO4-Professional Skills-ETS Business Test- Marketing Score	Summative, External Comparative Data prior two administrations	Current score is 44	After a small improvement between 2010 and 2012 the score has now declined below 50th percentile.	The marketing option has been considering adding a capstone course. This poor result supports that curricular improvement and perhaps other required courses.	See chart above.																								
LO5-Ethics- ETS Business Test-Ethic/Social Score	Summative, External Comparative Data prior two administrations	Current score is 78	The current score is a reduction from the high in 2012 of 90, but is more than double the 35 in 2010.	See other ethics discussion, no other suggestions are made here.	See chart above.																								
LO6-International- ETS Business Test- International Score	Summative, External Comparative Data prior two administrations	Current score is 27	This measure has improved over the last three administrations. This result is still far below 50th percentile.	The marketing faculty are considering requiring international marketing as a required option course. Since curriculum decisions take time, international marketing can become a suggested elective through the advising process. The course needs to be added to the rotation on a more regular basis.	See chart above.																								
LO1-Integrating Across Disciplines- Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	Current scores are: Life Long learning-100, integrating across disciplines-85	Life long learning is now at 100. The integrating across disciplines has shown steady decline and is now at 85	The survey will be adjusted to isolate the content: 1) economics, 2) globalization, and 3) complex competitive environment.																									
LO2-Analytical Ability - Measure Graduating Senior Survey	Summative- Internal- Self Reported Survey- Comparative prior administrations	Current scores are: Quantitative and qualitative decision-making is 92, decision-making under uncertainty is 96	Good results while the quantitative and qualitative decision-making continues a decline, the decision-making under uncertainty has shown a marked increase to over 95.	The quantitative decision making decline is addressed by the tightening of the quantitative sequence prerequisites and the C- rule. The drill-down item analysis will improve assessment on this issue.																									

<p>LO3-Communication Skills-Measure Graduating Senior Survey</p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current scores are: Written and oral skills-93, communication with technology-96, collaboration- 90</p>	<p>Good results on all measures</p>	<p>The survey will be adjusted to isolate the written and oral communication content.</p>	<p style="text-align: center;">Marketing - Communication Skills</p>  <table border="1"> <caption>Marketing - 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> </tr> </thead> <tbody> <tr> <td>Communication Skills</td> <td>93</td> <td>96</td> <td>96</td> <td>90</td> </tr> <tr> <td>I learned to develop and deliver a persuasive presentation, both written and oral.</td> <td>85</td> <td>80</td> <td>85</td> <td>85</td> </tr> <tr> <td>I am able to communicate using information technology.</td> <td>90</td> <td>90</td> <td>90</td> <td>90</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>85</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Communication Skills	93	96	96	90	I learned to develop and deliver a persuasive presentation, both written and oral.	85	80	85	85	I am able to communicate using information technology.	90	90	90	90	My interpersonal and collaborative skills have improved (showing empathy, treating others with respect, promoting solidarity and trust).	85	85	85	85
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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 scores are: Planning skills-90, Leadership skills-95, Professional preparation-50</p>	<p>Good performance on leadership skills - improvement to well above 90, decline in preparation for career to 50. This result is troubling because the students don't see planning and leadership as preparation for their careers.</p>	<p>The MM curriculum committee can address how this issue translates into their courses.</p>	<p style="text-align: center;">Marketing - Professional Skills</p>  <table border="1"> <caption>Marketing - 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> </tr> </thead> <tbody> <tr> <td>I learned to plan, organize, prioritize and coordinate tasks and work in a team context.</td> <td>90</td> <td>90</td> <td>75</td> <td>85</td> </tr> <tr> <td>I developed my leadership skills (ability to foster a vision, clarify objectives, and energize and inspire others).</td> <td>75</td> <td>80</td> <td>75</td> <td>95</td> </tr> <tr> <td>I am prepared with the necessary skills to be successful in my field.</td> <td>75</td> <td>90</td> <td>75</td> <td>50</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	I learned to plan, organize, prioritize and coordinate tasks and work in a team context.	90	90	75	85	I developed my leadership skills (ability to foster a vision, clarify objectives, and energize and inspire others).	75	80	75	95	I am prepared with the necessary skills to be successful in my field.	75	90	75	50					
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<p>LO5- Ethics- Measure Graduating Senior Survey</p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>Current scores are: Volunteerism-50, ethical decision-making-100</p>	<p>Improvement on both measures, on last three administrations</p>	<p>Good result - while the 100% on the ethics decision is not supported by the ETS test results which are more persuasive. This is a routine question on the survey, so monitoring is recommended.</p>	<p style="text-align: center;">Marketing - Ethics and Social Responsibility</p>  <table border="1"> <caption>Marketing - 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> </tr> </thead> <tbody> <tr> <td>Ethics and Social Responsibility</td> <td>60</td> <td>55</td> <td>60</td> <td>75</td> </tr> <tr> <td>The program helped me to appreciate the importance of volunteerism and community service.</td> <td>40</td> <td>20</td> <td>30</td> <td>50</td> </tr> <tr> <td>I am able to assess ethical dimensions and the community impact in decision-making.</td> <td>80</td> <td>85</td> <td>90</td> <td>95</td> </tr> </tbody> </table>	Category	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Ethics and Social Responsibility	60	55	60	75	The program helped me to appreciate the importance of volunteerism and community service.	40	20	30	50	I am able to assess ethical dimensions and the community impact in decision-making.	80	85	90	95					
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