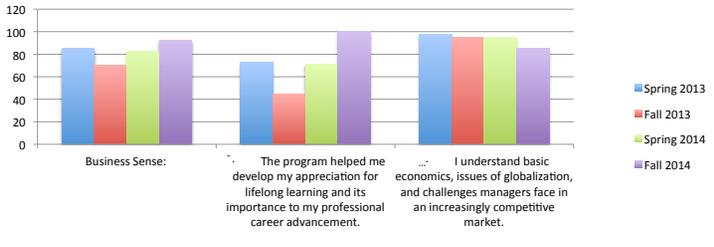


Standard #4 Measurement and Analysis of Student Learning and Performance

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-</i>																																		
Performance Measure	What is your measurement instrument or process? Do not use grades.	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																														
		Current Results	Analysis of Results	Action Taken or Improvement made																															
Measurable goal	What is your goal?	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	2014- Current results is 41, slowly improving. 2016- Current result is 49.	Still below 50 percentile, but improving.	Wait for the next administration.	<div style="text-align: center;"> ETS- Overall - By Option </div> <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.	<div style="text-align: center;"> ETS- Marketing Students by Subject </div>																														
LO1 - Integrating Across Disciplines- Utilizes ETS Business Test - Economics Score	Summative, External Comparative Data prior two administrations	2014- Current score is 21 2016- Current score is 73..	2014- 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. 2016- The improvement is possibly from the requirement of C- in ECON 101 and 102 for BUAD 251, a core course.	2014- 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. 2016- no further change required.	See chart above.																														

LO2-Analytical Ability-Measure - ETS-Business Test-Quantitative Business Analysis score	Summative, External Comparative Data prior two administrations	2014- Current score is 44. 2016- Current score is 79.	2014- The score is an improvement over the 2012 score of 5, but is down from the 2010 score of 50. 2016- the change is probably because of the BUAD 358 prerequisite in BUAD 455.	2014- 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. 2016- No further recommendation.	See chart above.																				
LO4-Professional Skills-ETS Business Test- Marketing Score	Summative, External Comparative Data prior two administrations	2014- Current score is 44. 2016- Current score is 79.	2014- After a small improvement between 2010 and 2012 the score has now declined below 50th percentile. 2016- The score above 70th, is significant.	2014- The marketing option has been considering adding a capstone course. This poor result supports that curricular improvement and perhaps other required courses. 2016- We are still considering the capstone course, but complement and scheduling make that difficult.	See chart above.																				
LO5-Ethics- ETS Business Test-Ethic/Social Score	Summative, External Comparative Data prior two administrations	2014- Current score is 78. 2016- Current score fell to 15.	2014- The current score is a reduction from the high in 2012 of 90, but is more than double the 35 in 2010. 2016- the score's decline to 15 caused a joint departmental discussion on "across the curriculum" ethics. We decided to continue the plan with some additional coordination.	See other ethics discussion, no other suggestions are made here. 2016- same.	See chart above.																				
LO6-International- ETS Business Test- International Score	Summative, External Comparative Data prior two administrations	2014- Current score is 27. 2016- Current score is 49.	2014- This measure has improved over the last three administrations. This result is still far below 50th percentile. 2016- More frequent offering of International Marketing in the option may have caused this improvement.	2014- 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. 2016- the regular offering of Internatioal Marketing was a step in the right direction.	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.	<div data-bbox="1234 971 1633 993" data-label="Caption"> Marketing - Integrating Across Disciplines </div>  <table border="1" data-bbox="1205 998 1919 1245"> <caption>Marketing - Integrating Across Disciplines</caption> <thead> <tr> <th>Statement</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> </tr> </thead> <tbody> <tr> <td>Business Sense:</td> <td>85</td> <td>75</td> <td>85</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>75</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>100</td> <td>85</td> </tr> </tbody> </table>	Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Business Sense:	85	75	85	95	The program helped me develop my appreciation for lifelong learning and its importance to my professional career advancement.	75	45	75	100	I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.	100	95	100	85
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<p>LO5- Ethics- Measure Graduating Senior Survey</p>	<p>Summative- Internal- Self Reported Survey- Comparative prior administrations</p>	<p>2014- Current scores are: Volunteerism-50, ethical decision-making-100. 2016- Current scores are volunteerism 40, ethical decision making 60.</p>	<p>2014- Improvement on both measures, on last three administrations. 2016- The decline is significant and is consistent with the low score on ETS.</p>	<p>2014- 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. 2016- The joint department considered the "across the curriculum" approach to ethics and decided to stay with that approach. This low result causes concern and more monitoring is needed.</p>	<p>Marketing - Ethics and Social Responsibility</p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Spring 2013</th> <th>Fall 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Spring 2013</th> <th>Fall 2014</th> </tr> </thead> <tbody> <tr> <td>!Ethics and Social Responsibility: e-</td> <td>60</td> <td>55</td> <td>65</td> <td>75</td> <td>60</td> <td>75</td> </tr> <tr> <td>e- The program helped me to appreciate the importance of volunteerism and community service.</td> <td>35</td> <td>20</td> <td>25</td> <td>50</td> <td>35</td> <td>50</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>100</td> <td>85</td> <td>95</td> </tr> </tbody> </table>	Statement	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2013	Fall 2014	!Ethics and Social Responsibility: e-	60	55	65	75	60	75	e- The program helped me to appreciate the importance of volunteerism and community service.	35	20	25	50	35	50	^ I am able to assess ethical dimensions and the community impact in decision-making.	85	90	95	100	85	95
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