

Standard #4 Measurement and Analysis of Student Learning and Performance					
Definition					
1. Student Learning Results					
Analysis of Results					
Performance Measure Measurable goal	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative.	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)
<b>Undergraduate: Professionally Competent: Basic Knowledge</b> Demonstrate knowledge of functional areas of business and their relationship to each other. Goal: Score above ACBSP institutions in our region.	Summative, external, comparative from Peregrine exam.	Scores were 66% in 2016/17, 65% in 2017/18, and 57% in 2018/19. We met our goal in 2017/18 and 2018/19 but not in 2016/17. For the sake of space, peer institution scores are not presented. These are recorded inhouse to determine how we perform relative to our new goal.	Peregrine test results indicate that our students graduate with excellent understanding of all functional areas of business. In 2017, the Peregrine was incorporated into Business Strategy and students are given a grade based upon their scores. Adding a grade incentive seems to have been effective.	In light of improved student performance on the Peregrine exam, faculty and administrators created a more rigorous goal. Our new goal is to score above ACBSP institutions in our region. We will continue to evaluate whether this is an appropriate goal for our students. An additional action plan is to communicate Peregrine results with students. Student satisfaction related to course work has decreased, Peregrine results suggest this decline may not be entirely warranted.	<b>UG Total Score</b> 
<b>Undergraduate: Professionally Competent: Oral Communication</b> Demonstrate the ability to communicate effectively in front of a group. Goal: 80% score.	Summative, direct internal measure. Faculty evaluation of speeches.	No data in 2016/17 (recorded but files were damaged), 84% in 2016/17, and 79% in 2018/19. Presentations are from Global Business since Senior Capstone has been eliminated.	Results have improved since the 2016 QA Report. We will continue to monitor Oral Communication with the intent of having it surpass our goal for multiple years. While results have improved more work needs to be done.	Prioritizing oral communication in lower-level courses, evaluating team presentation, and evaluating important presentation have combined to improve results. The efforts will continue.	<b>UG Oral Communication</b> 
<b>Undergraduate: Professionally Competent: Written Communication</b> Demonstrate the ability to communicate effectively in writing related to a business topic. Goal: 80% score.	Summative, direct, internal measure. Faculty evaluation of a selected writing project.	Scores were 74% in 2016/17, 62% in 2017/18, and 68% in 2018/19.	Scores have consistently fallen below goal.	In light of continuously failing to meet this goal the College of Business developed the following response. First, the evaluation rubric was revised. The new rubric allows for a more nuanced evaluation. The new rubric was applied in 2018/19 and does not seem to influence the results. The second strategy is to devise a new instrument. The writing project evaluated does not lend itself to a concise evaluation of written communication. The current instrument is a long assignment with many goals. Due to the assignment's complexity, scope, and length it does not align well with evaluating students' written communication outside the context of a specific class. The new instrument will be flexible enough that all majors will be effectively evaluated in a concise manner.	<b>UG Written Communication</b> 
<b>Undergraduate: Ethically Grounded.</b> Demonstrate core ethical competencies. Goal: Mean score in Ethics section above 50%	Summative, external measure. Peregrine exam ethics section scores.	Scores were 68% in 2016/17, 65% in 2017/18, and 54% in 2018/19.	Despite a downward trend, results continue to exceed our goal.	No significant changes are in order. The trend will be monitored to determine if a response is warranted.	<b>UG Business Ethics Scores</b> 
<b>Undergraduate: Globally Engaged.</b> Demonstrate knowledge of the global business world by reflection on global belief systems and documenting global involvement/engagement. Goal: Improvement from pre-test to post-test of 15% points in the Knowledge and Strategies category of the Cultural Intelligence Assessment test	Formative, external assessment. Cultural Intelligence Center (CIC) Assessment. Knowledge and Strategies category of the survey is used. Pre and post test given to students in GBSN 300 business core course.	Students show strong improvement in this area, with pre-test to post-test increases of 38%, 29%, and 41% in Knowledge and 15%, 21% and 17% in Strategy over the time period analyzed.	We note the improvement in our student scores from pre-test to post-test and view it as an indication of students increasing in their Cultural Intelligence knowledge, which corresponds with our goal of global business world knowledge. This improvement re-affirms our commitment to GBSN 300 as a course which meets the objectives our college sets for its students.	As this is a relatively new instrument we will continue to monitor to determine if our goal is appropriately rigorous.	<b>UG Globally Engaged</b> 
<b>Undergraduate: Socially Responsible.</b> Demonstrate awareness of social needs and responsibilities. Goal: Improvement from pre-test to post test of 10% points in Drive and Action categories of the Cultural Intelligence Assessment Test.	Formative, external, comparative from Cultural Intelligence Center (CIC) Drive and Action components of the survey are used. Pre and post survey given to students in GBSN Global Business core course.	Students show improvement in this area, with pre-test to post-test increases of 10%, 3%, and 11% in Drive and 8%, 17% and 23% in Action over the time period analyzed.	Students continue to show improvement in both Drive and Action but results are exceeding nor falling short of our goal.	Will continue to monitor this instrument to determine if a trend emerges. Results in future years will help us determine if the goal is appropriately rigorous, if curriculum changes are in order, or if there is a more effective way to instruct students in the merits and importance of social responsibility.	<b>UG Socially Responsible</b> 
<b>Undergraduate: Accounting Major</b> Students will demonstrate knowledge of core concepts and apply that knowledge in real life. Goal: 55% Score.	Summative, external, comparative from Peregrine exam.	Student scores were 84%, 72%, and 60% in 2016/17, 2017/18, and 2018/19, respectively.	We continue to exceed our goal but a trend is emerging of lower scores. Accounting faculty's changes to teaching style and content appear to have been effective.	No significant changes are in order. The trend will be monitored to determine if we fall short of our goal.	<b>UG Accounting Major</b> 
<b>Undergraduate: Entrepreneurship Major</b> Apply knowledge to the creation and evaluation of entrepreneurial ventures. Goal: 55% score.	Summative, external, comparative from Peregrine exam.	Student scores were 100% and 100% in 2016/17 and 2017/18, respectively. No students took the exam in 2018/19.	Students within the major continue to receive excellent instruction as we sunset the major.	As the major has been eliminated there are very few students waiting graduate with this degree (less than 5).	<b>UG Entrepreneurship Major</b> 
<b>Undergraduate: Finance Major</b> Demonstrate knowledge of finance concepts and apply those concepts to financial problems and projects. Goal: 55% score.	Summative, external, comparative from Peregrine exam.	Student scores were 62%, 63%, and 40% in 2016/17, 2017/18, and 2018/19, respectively.	In 2018/19 there was only finance major which took the Peregrine exam. Such a small sample size warrants a conservative interpretation of the year in which we fell short of our goal. For 2016/17 and 2018/19 adjustment to finance courses made by faculty appear to be effective.	When results with more students taking the exam are obtained they will be analyzed.	<b>UG Finance Major</b> 
<b>Undergraduate: Global Business Major</b> Demonstrate understanding of key global business concepts and demonstrate the ability to adapt to diverse cultural environments. Goal: 55% score.	Summative, external, comparative from Peregrine exam.	Student scores were 53%, 70%, and 40% in 2016/17, 2017/18, and 2018/19, respectively.	In 2017/18 and 2018/19 only two global business majors took the exam. Caution is merited in considering the results.	The Global Business major has been eliminated due to low enrollments and other factors. As the major is sunsetted faculty will work to ensure students continue to receive excellent instruction.	<b>UG Global Business Major</b> 
<b>Undergraduate: Management Major</b> Demonstrate understanding of foundational management and leadership concepts and theories and apply them to personal development and managerial problems. Goal: Average score of 55% in the management disciplines.	Summative, external, comparative from Peregrine exam.	Average student scores across the management disciplines were 63%, 64%, and 58% in 2016/17, 2017/18, and 2018/19, respectively.	Goal met in each year. The lowest score is consistently in the area of Human Resources. Faculty initiatives to improve learning outcomes after the 2018 QA Report were successful.	Faculty have met to incorporate more elements of human resources into management courses. They are also exploring the possibility of adding a human resources course to the major.	<b>UG Management Major</b> 
<b>Undergraduate: Marketing Major</b> Demonstrate understanding of foundational marketing concepts and theories and apply them. Goal: 55% score in marketing.	Summative, external, comparative from Peregrine exam.	Student scores were 57%, 63%, and 53% in 2016/17, 2017/18, and 2018/19, respectively.	Scores are a marked improvement over past years. Staffing marketing courses with full-time faculty and ensuring adjuncts are covering essential material have been successful.	Continue to monitor.	<b>UG Marketing Major</b> 
<b>Undergraduate: Business Administration</b> Demonstrate understanding of foundational business concepts and theories and be able to apply them. Goal: Average of 55% score on Accounting, Management, and Marketing.	Summative, external, comparative from Peregrine exam.	Average student scores were 65%, 60%, and 48% in 2016/17, 2017/18, and 2018/19, respectively. Exceeding our goal in the last year.	Students are demonstrating knowledge of business principles in this new program (major).	Will monitor to determine if declining scores are a long-run trend.	<b>UG Busn Admin</b> 
<b>Full-Time MBA: Functional Competence</b> Goal: 50% score.	Summative, external, comparative from Peregrine exam.	Student scores were 51%, 53%, and 66% in 2016/17, 2017/18, and 2018/19, respectively. Exceeding the goal in each year.	Evaluating the sub-categories of the Peregrine total score, the MBA students tend to do well in Organizational Behavior and Marketing and poor in Finance and HR.	Program leadership will continue to review the testing areas and concisely cover in the courses to address low or variable scores.	<b>FTMBA Total Scores</b> 
<b>Full-Time MBA: Professionally Competent: Oral Communication</b> Goal: 80% score.	Summative, direct, internal. Faculty evaluation of final group presentations.	Threshold was 80% average on rubric, which was not achieved in one year analyzed, 2017/18 (78%).	Faculty continue to stress oral communication throughout the FTMBA curriculum, and this results in good final group presentation oral communication scores.	Continue to monitor and to clarify assignment structure and expectations.	<b>FTMBA Oral Communication</b> 
<b>Full-Time MBA: Professionally Competent: Written Communication</b> Goal: 80% score.	Summative, direct, internal. Faculty evaluation of selected written assignments.	Threshold of 80% was met in 2016/17 (84%) and 2017/18 (88%). It was not met in 2018/19 (77%).	Scores have improved markedly since the 2018 QA Report. Bringing language training in-house and curriculum changes to aid international students appear to be effective. Missing the goal for one year during the data presented in the 2020 QA Report indicates the goal is appropriately rigorous.	The faculty will continue to work with all students on written communication readiness.	<b>FTMBA Written Communication</b> 

<p><b>Full-Time MBA: Ethically Grounded</b> Goal: 50% score.</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Threshold of 50% was met in 2016/17 (50%) and exceeded in 2017/18 (57%) and 2018/19 (66%).</p>	<p>Faculty adjustment course material made after the 2018 QA report has been effective. Creating a separate course in Ethics appears to have improved scores, too.</p>	<p>No changes necessary.</p>	<p><b>PTMBA Total Scores</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>52%</td></tr> <tr><td>2017/18</td><td>55%</td></tr> <tr><td>2018/19</td><td>63%</td></tr> </table>	Year	Score	2016/17	52%	2017/18	55%	2018/19	63%								
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<p><b>Part-Time MBA: Functional Competence</b> Goal: 50% score.</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Goal was exceeded in all three years.</p>	<p>Evaluating the sub-categories of the Peregrine total score, the PTMBA students consistently do very well in Organizational Behavior, Management, and HR. In some years we are short of the goal for Accounting and Finance.</p>	<p>No changes are necessary. The goal appears to appropriately rigorous. Analyzing data across years indicate there are no consistent trends in falling short of goal in any of the areas evaluated.</p>	<p><b>PTMBA Ethics Scores</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>85%</td></tr> <tr><td>2017/18</td><td>85%</td></tr> <tr><td>2018/19</td><td>91%</td></tr> </table>	Year	Score	2016/17	85%	2017/18	85%	2018/19	91%								
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<p><b>Part-Time MBA: Professionally Competent: Oral Communication</b> Goal: 80% score.</p>	<p>Summative, direct, internal. Faculty evaluation of final group presentations.</p>	<p>Exceeded threshold of 80% on evaluation rubric with cohort scores ranging from 85-91%.</p>	<p>Consistently exceeded goal. Students continue to exhibit an appropriate level of skills as evaluated by our faculty.</p>	<p>Continue to monitor. Continue to stress oral communication throughout the PTMBA curriculum with presentations, video recorded assignments, and spoken responses.</p>	<p><b>PTMBA Globally Engaged</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>56%</td></tr> <tr><td>2017/18</td><td>65%</td></tr> <tr><td>2018/19</td><td>68%</td></tr> </table>	Year	Score	2016/17	56%	2017/18	65%	2018/19	68%								
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<p><b>Part-Time MBA: Ethically Grounded</b> Goal: 50% score.</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Continue to exceed 50% threshold with cohort scores ranging from 56-68%.</p>	<p>We are meeting our goal with an encouraging recent trend. Scores improved over each year in this report. Improvements made to coursework appear to be working.</p>	<p>Continue to monitor. In light of scores and trends faculty will discuss making the goal more rigorous in the future.</p>	<p><b>DBA Professional Competency</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>48%</td></tr> <tr><td>2017/18</td><td>51%</td></tr> <tr><td>2018/19</td><td>59%</td></tr> </table>	Year	Score	2016/17	48%	2017/18	51%	2018/19	59%								
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<p><b>Part-Time MBA: Globally Engaged</b> Goal: 50% score.</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Below goal score in 2016/17 and exceeded in 2017/18 and 2018/19.</p>	<p>We have struggled to meet this goal in the past. The two most observations indicate that efforts to improve globally engagement may be successful.</p>	<p>Will continue to monitor to determine if trend from last two years is indicative of long-term improvement.</p>	<p><b>DBA Functional Competence</b></p> <table border="1"> <tr><th>Year</th><th>Graduated</th><th>Withdraw</th><th>Timed out</th></tr> <tr><td>2015</td><td>6</td><td>0</td><td>0</td></tr> <tr><td>2016</td><td>9</td><td>0</td><td>0</td></tr> <tr><td>2017</td><td>3</td><td>0</td><td>0</td></tr> </table>	Year	Graduated	Withdraw	Timed out	2015	6	0	0	2016	9	0	0	2017	3	0	0
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<p><b>DBA: Professionally Competent: Business Knowledge</b>. Students will demonstrate in-depth business knowledge as demonstrated by successful meeting of the program requirements. Goal: no students time out of the program due to the 7 year time limit.</p>	<p>A count, direct, internal measure: number of students timing out of the program.</p>	<p>One student timed out during the time period reported and 8 students withdrew.</p>	<p>Our goal of having zero students is rigorous, but important to the program. The number of students withdrawing is concerning.</p>	<p>Work to recruit and prepare students sufficiently well so that they will be able to complete coursework, exams, and dissertations in an appropriate amount of time. Additionally, survey data will be used to evaluate students' experiences within the program.</p>	<p><b>DBA Teaching</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>81%</td></tr> <tr><td>2017/18</td><td>84%</td></tr> <tr><td>2018/19</td><td>88%</td></tr> </table>	Year	Score	2016/17	81%	2017/18	84%	2018/19	88%								
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<p><b>DBA: Professionally Competent: Functional Competence</b>. Students will demonstrate an in-depth understanding of one functional area of business content. Goal: 80% score.</p>	<p>Summative, direct, internal measure. Faculty evaluation of a selected writing project.</p>	<p>Threshold was reached in all of the three years.</p>	<p>The previous curriculum review and updates to the marketing curriculum appear to have been successful.</p>	<p>Will continue to use selected writing project to assess student understanding of functional areas of business content. Continue to monitor on a yearly basis.</p>	<p><b>DBA Ethics</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>100%</td></tr> <tr><td>2017/18</td><td>100%</td></tr> <tr><td>2018/19</td><td>100%</td></tr> </table>	Year	Score	2016/17	100%	2017/18	100%	2018/19	100%								
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<p><b>DBA: Professionally Competent: Teach business content</b>. Students will demonstrate the ability to teach business content. Goal: Score 80% score.</p>	<p>Summative, direct, internal measure. Faculty evaluation of teaching units.</p>	<p>Over the years, scores are increasing.</p>	<p>Providing a lesson plan model in the teaching course and using that model in other courses has improved scores. Trend is indicating that students across the program are improving in this competency.</p>	<p>Encourage students to develop curriculum maps for their units and to place the units within the framework.</p>	<p><b>DBA Social Awareness</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>85%</td></tr> <tr><td>2017/18</td><td>82%</td></tr> <tr><td>2018/19</td><td>88%</td></tr> </table>	Year	Score	2016/17	85%	2017/18	82%	2018/19	88%								
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<p><b>DBA: Ethically Grounded</b>. Students will understand how to integrate ethics into business practice and the classroom. Goal: 100% of students passing ethics assessment.</p>	<p>Summative, direct, internal measure. We report the percentage of students who completed the teaching portfolio (including content in ethics) with a score of 80% or better.</p>	<p>All students earned a score of 100%.</p>	<p>Students are demonstrating knowledge of ethical principles and are able to incorporate this knowledge into the classroom. This is a core feature of our program and it is encouraging to see this success.</p>	<p>Continue to require ethics statement in teaching portfolio.</p>	<p><b>DBA Social Awareness</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>85%</td></tr> <tr><td>2017/18</td><td>82%</td></tr> <tr><td>2018/19</td><td>88%</td></tr> </table>	Year	Score	2016/17	85%	2017/18	82%	2018/19	88%								
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<p><b>DBA: Social Awareness</b>. Reflects awareness of social needs and responsibilities. Goal: 90% score.</p>	<p>Formative, direct, internal measure. Evaluation of final project in BUSN 707 ethics course.</p>	<p>Fell short of threshold in each year.</p>	<p>Previous efforts to address instruction related to social awareness constructs do not appear to have been successful.</p>	<p>Faculty will meet to explore ways to change to curriculum and topics covered to address falling short of this goal.</p>	<p><b>DBA Social Awareness</b></p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2016/17</td><td>85%</td></tr> <tr><td>2017/18</td><td>82%</td></tr> <tr><td>2018/19</td><td>88%</td></tr> </table>	Year	Score	2016/17	85%	2017/18	82%	2018/19	88%								
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