Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

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-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

Performance Measure	What is your measurement instrument or process?	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	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				
BPA Accounting: CPA Pass Rates >= 60%	Annual pass rate as reported by NASBA; External Summative Comparative	We are meeting the goal. We have been as high as 10th in the nation for pass rates for programs of our size. We dipped to 29th last year but we remain 1st in Oklahoma.	In our last QA we reported: "Strangely, we're wondering if we're too good. That is, are our high success rates also causing low retention rates in our accounting program." We analyzed attrition rates in the Principles and Intermediate courses and decided that we needed to make some changes that would help more students to succeed (graduate with an accounitng degree) while mataining SLO objectives.	We increased coverage of accounting tutors in the Success Center, created an Accounting Club to provide additional support and experiemented with changes to our Intermediate and Advanced Accounting courses (offering it 5 days a week so that students had continuous exposure to the material). It is too early to tell if this is affecting CPA pass rates, but our retetnion an size of the major is significantly improved. Faculty are now considering the addition of a CPA prep course.	

All Testing Events

BBA CIS: Majors will get 60% or more of the Information Systems portion of the Peregrine test correct.	Peregrine Exam; External, Comparative, Summative	Goal is not met. N =1 in 18-19 and 17-18.	With N = 1 in the last two periods it is difficult to form strong inferences.	2016-2017 exam had a large enough sample. We are reviewing the subscores to consider areas for improvement	
BBA Finance: 75% of the students will score 70% or better on time value of money related quizzes	Courses quizzes. Internal, Formative, Direct	Met goal 205-2017	Changes at the end of 2014 seem to have been effective.	The Dean has recommended that the target be raised or a new SLO be used for reporting purposes as this SLO is currently in a "continue monitoring" phase now.	
BBA International Business: 70% of IB majors score 70th percentile or above on Peregrine section.	Peregrine Exam; External, Comparative, Summative	Not meeting goal.	Determing if the target should be adjusted, if the Peregrine instrument is relialbe and valid for our program & goals, or if a change to curriculum needs to be made.	Beause students are meeting targets for other SLOs (not reported in this abbreviated chart), the faculty are trying to determine if Peregrine is a valid instrument (this is the case in other functional areas as well). It is being reviewed in FA19 for a SP20 decision.	
BBA Management: 100% of students will earn a grade of 70% or better on their business plan submission	Business Plan completed in New Venture Development course: Internal, Formative, Direct	Goal is being met	The target was 80% of students achieving goal in the last QA report. It was moved to 100% for 2017.	The next step is to raide the target from 70% on final submittion to 80% since the target is being met.	

BBA Marketing: Marketing students will score at the 60th percentile or higher on a comparative exam (Peregrine)	Peregrine Exam; External, Comparative, Summative	Goal is not met.	Goal was close to being met in the most recent testing period. Along with the rest of the faculty and majors, the Peregrine Exam is being assessed.	Marketing professors are examing the subscores on the Peregrine test to identify areas for improvement. With 3 years of data, it should not be possible to identify trends in the subscores.	Marketing Percentile on Peregrine Exam for Marketing Students
BBA Social Entrepreneurship: 70% of students will score 80% or higher on comprehsenive exams in BSAD 3013 and BSAD 3023	Internal exam, Direct, Summative	Goal is being met	The data include students who are taking the courses as elective (not all students are Social Entrepreneurship students) because there are few SE majors at times.	Goal is being moved to 100% of students scoring 80% or higher.	Social Entrepreneurship Goal Achievement on Comprehensive Exams
Undergraduate majors will score at the 60th percentile or higher on a nationally normed exit exam	Annual Peregrine exan results. External, Summative, Comparative	Not achieving goal	Prior to 2017 we used ETS and were consistenlty in the 80th percentile or higher. We switched to Peregrine and have radically different results.	Faculty are examing subscores in attempt to understand our results and to make a decision if we continue with Peregrine for FA19 or revert to ETS.	Peregrine Percentile
MBA Students will score at the 50th percentile or higher on nationally normed exit exam	Annual ETS exan results. External, Summative, Comparative	The last 5 cohorts have achieved the goal. However, the trend was moving in the wrong direction until the most recent testing period.	We examine both the percentile and the raw score to look for OFIs in our program delivery. Small sample sizes can significantly affect results so we examine trends more than single data points.	Some courses changes were made in the recent MBA curriculum revision. It's possible that it had a positive impact on cohort 17, but it is too early to tell. Because of the curriculum change, faculty need to compare the new courses and associated SLOs with the ETS outline to verify that the test will still be a valid comparision. At this point, we are thinking it will be sufficient but not exhaustive, and we will need to find an additional instrument to capture all elements of our SLOs.	MBA ETS Results