### 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)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results</td>
<td>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. Summative – An assessment conducted at the end of the student’s education. Formative – An assessment conducted during 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td>What is your current results?</td>
<td>What did you learn from the results?</td>
</tr>
<tr>
<td>What is your goal?</td>
<td>CPA Pass Rates &gt;= 60%</td>
<td>We are meeting the goal.</td>
</tr>
<tr>
<td>CPA Pass Rates &gt;= 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual pass rate as reported by NASBA; External Summative Comparative</td>
<td>We are meeting the goal.</td>
<td>We are now 10th in the nation for pass rates for programs of our size</td>
</tr>
</tbody>
</table>

Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Undergraduate majors will score at the 60th percentile or higher on a nationally normed exit exam.

Even though our students have been performing well and exceeding goal expectations on the ETS, faculty felt like the ETS was not helping them to identify OFIs. Peregrine was piloted in 2016-2017. Those results were inconclusive. Many students had completion times well below expected times (e.g. some less than 15 minutes) suggesting students did not take the exam seriously.

Perregrine is going to be tested again in 2017-2018 to determine if ETS should remain as the tool to assess this goal or if we will switch to Peregrine.

MBA Students will score at the 50th percentile or higher on nationally normed exit exam.

The last 3 cohorts have achieved the goal. Comparative data are not yet available for the latest exam. (horizontal axis is cohort number with 12 being from the most recent comparative year of summer 16)

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.

Faculty are given the test outline to either assure they are teaching content measured by ETS OR if we are not teaching content as measured by ETS (e.g. accounting), we have identified that we are doing that on purpose, by course intent, and not by accident. Changes to both curriculum and staffing have been informed by ETS results in the past. However, no specific changes were made in 16-17 on the basis of ETS results since the trend has been in a positive direction.

MBA students will demonstrate a Christian worldview in the marketplace. Rating >=4 on 5 point scale.

Mixed results. We fell slightly below goal in the most recent survey period.

Low sample size can lead to significant variability in the survey result. Although there have been some staffing changes, that doesn’t seem to explain the mixed results.

We changed the MBA Law course in an attempt to address this. It may be working (2015 is an unusual outlier that we can’t explain) but there is still room for improvement. We are discussing this SLO as part of our MBA Faculty/Planning meeting in FA 17.
BBA Marketing: 75% of students will score 70% or better on case analysis related to the 4Ps of the Marketing Mix

Harvard Case Study Analysis. Internal, Formative, Direct

Goal is being met

Although students are meeting the goal, using the final two case studies in the course may not be the best assessment approach.

Instead of a comprehensive case, cases that focus on each of the 4Ps will be used for assessment. For example, to assess the students’ mastery of pricing, a case study that focuses on pricing issues will be used. This will provide a more direct assessment of each P.

NOTE: When we implemented WEAVE two years ago, we introduced new SLOs and assessment measures for each functional area. Thus, we have only 2 periods of reporting data for these specific SLOs & Measures so far.

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 in most recent assessment period

Initially quiz results were examined to refine SLO goal.

Professor is changing quiz to place more emphasis on the time value of money to further strengthen assessment of SLO

BBA Management: 80% 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

Faculty reviewed data and determined goal was too low due to outcomes exceeding target.

Goal is moving to 100% of students earning a grade of 70% or better