

## **Standard # 4 Measurement and Analysis of Student Learning and Performance**

### **a. Program Outcomes:**

**List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.**

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

#### **Learning Objectives: Bachelor of Science in Accounting:**

- Graduates of the Bachelor of Science in Accounting program will be able to prepare the financial statements in accordance with generally accepted accounting principles and be able to analyze the strengths and weaknesses of each statement.
- Graduates of the Bachelor of Science in Accounting program will be able to demonstrate an understanding of an auditor's role in society and learn the principles of accounting control, theft prevention, and safeguarding of assets.
- Graduates of the Bachelor of Science in Accounting program will be able to gain a strong understanding of various accounting concepts and develop the basic skills in using financial and managerial accounting information.
- Graduates of the Bachelor of Science in Accounting program will be able to demonstrate a basic understanding of the individual, partnership and corporate tax laws and identify key principles, concepts, and terminology used.
- Graduates of the Bachelor of Science in Accounting program will be able to demonstrate how business managers use and analyze managerial accounting information to make decisions and be able to apply various budgeting techniques in order to help make informed business decisions.

#### **Learning Objectives: Bachelor of Science in Business Administration with a Concentration in General Business:**

- Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to apply basic understanding of economic principles to complex business issues.
- Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to apply basic accounting principles to common business problems.
- Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to Use the fundamentals and principles of finance in business decision making.
- Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to demonstrate understanding of operations management as an integral component of business organizations.

- Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to identify and apply core concepts of marketing including the basic marketing mix elements.
- Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to identify core concepts in management including planning, organizing, directing and controlling.
- Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to evaluate and access the legal and ethical ramifications of business practices.

**Learning Objectives: Bachelor of Science in Business Administration with a Concentration in Management:**

- Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to describe data and use inferential statistics to make evidence based decisions.
- Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to identify and explain the basic management functions in organizations.
- Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to recognize the potential effects of organizational factors (such as structure, culture, leadership styles, motivational techniques) on individual behavior.
- Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to recognize and apply basic analytical techniques related to decision making in quality control, forecasting, project management, location analysis.
- Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to demonstrate an understanding of the elements of the Strategic Management process, research, and theories.

**Learning Objectives: Bachelor of Science in Business Administration with a Concentration in Marketing:**

- Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to identify and apply core concepts of marketing including the basic marketing mix elements.
- Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to create an integrated marketing communications plan which includes promotional strategies.
- Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to demonstrate knowledge of basic principles of retail management.
- Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to apply consumer behavioral theories to business situations.
- Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to demonstrate knowledge of sales management.
- Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to analyze marketing management problems and provide solutions based on a critical examination of marketing information.

**Learning Objectives: Bachelor of Science in Business Administration with a Concentration in Management Information Systems:**

- Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will be able to identify and apply programming principles to develop business applications.
- Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will be able to identify and apply fundamental concepts of website development for businesses.
- Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will be able to identify and explain fundamental networking and hardware components.
- Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will understand the principles of the Systems Development Life Cycle and how it can be utilized to create and design effective business systems.
- Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will be able to identify and apply database design principles to develop applications to support and maintain business data.

**b: Performance Results**

**Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide the results for every process.**

## Performance Measure 4.1: Student Performance on National Testing

*Capstone students will complete a national test of the business discipline and will score within one standard deviation of the national mean on each of the nine assessment indicators.*

Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken
<p>Administration of ETS Master Field Test in Business (ETS MFT-B) and Peregrine Academic Services examination</p> <p>Capstone course Summative External Comparative</p>	<p>Areas within 1 SD of national mean:            2005-2006: 6 of 9            2006-2007: 5 of 9            2007-2008: 9 of 9            2008-2009: 8 of 9            2009-2010: 6 of 9            2010-2011: 7 of 9            2011-2012: 1 of 9            2012-2013: 9 of 9 *            2013-2014: 9 of 9 *            2014-2015: 9 of 9 *            * Peregrine Testing</p>	<p><b>Analysis:</b> For the past 3 years, scores on 9 of 9 indicator areas have been within 1 SD of the national mean. However it should be noted, this is also the time frame where the national benchmark exam was changed from ETS to Peregrine Academic Services examination.</p> <p><b>Old Action:</b> Include international issues questions on our newly developed <i>Capstone Assessment Instrument (MUW-CAI)</i>.</p> <p><b>Ongoing Action:</b> In process of adding International Business Seminar to Management concentration and regular course rotation.</p> <p><b>New Action:</b> MUW has begun a new international series. In addition to continuing to emphasize international issues within the curriculum, we will begin promoting these events through our normal social media channels to encourage student participation.</p>	<p><b>Result:</b> After introducing international issues questions on our Capstone Assessment Instrument and adding MGT 371 – International Business Seminar back into the rotation, International issues scores appear to have reversed their downward trend. Also, scores on all 9 of the 9 areas have stayed within 1 SD of the national mean for the past 3 years. We will continue to monitor these results.</p>

## Graphs and Results of Resulting Trends

**Table 4.1.1: Indicator Means and Standard Deviations, 2006-2015**

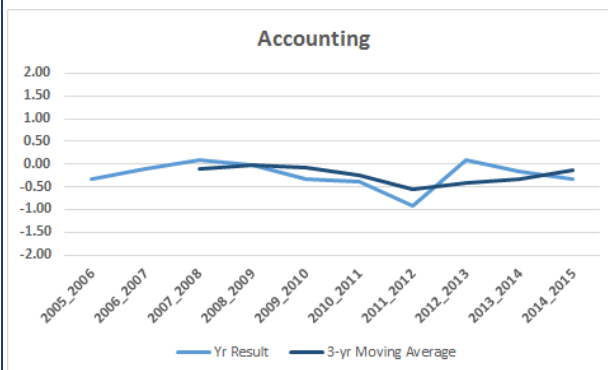
Indicator Area	2005_2006		2006_2007		2007_2008		2008_2009		2009_2010	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Accounting	47.49	-0.33	49.00	-0.11	50.49	0.10	49.67	-0.02	47.50	-0.32
Economics	<b>38.90</b>	<b>-1.25</b>	<b>39.91</b>	<b>-1.11</b>	44.20	-0.51	41.67	-0.86	<b>38.00</b>	<b>-1.38</b>
Management	58.33	0.50	<b>45.70</b>	<b>-1.16</b>	53.97	-0.07	55.00	0.07	51.00	-0.46
Quant. Analysis	55.60	1.64	45.39	-0.12	45.97	-0.02	46.33	0.04	41.00	-0.88
Finance	<b>36.71</b>	<b>-2.06</b>	48.61	-0.72	54.91	-0.01	53.00	-0.22	50.00	-0.56
Marketing	49.98	-0.27	45.52	-0.91	52.23	0.05	51.33	-0.08	47.00	-0.70
Legal & Soc Iss.	44.61	-0.20	38.61	<b>-1.16</b>	43.97	-0.31	44.67	-0.20	<b>38.50</b>	<b>-1.17</b>
Info Systems			56.39	-0.25	57.23	-0.09	56.67	-0.19	54.50	-0.60
Intl. Issues	<b>33.96</b>	<b>-2.51</b>	<b>43.83</b>	<b>-1.30</b>	49.00	-0.67	<b>43.33</b>	<b>-1.36</b>	<b>45.00</b>	<b>-1.16</b>

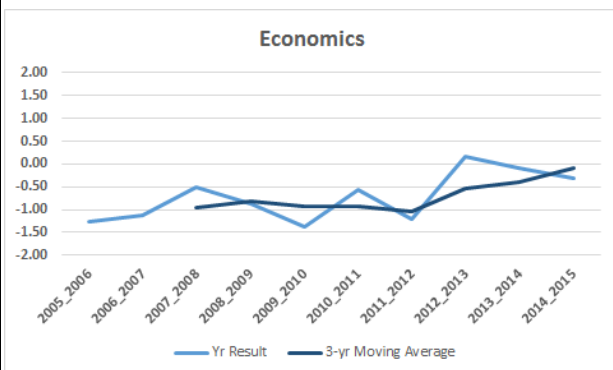
Indicator Area	2010_2011		2011_2012		2012_2013		2013_2014		2014_2015	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Accounting	42.00	-0.40	38.00	-0.91	52.00	0.08	47.59	-0.16	44.32	-0.34
Economics	42.00	-0.57	<b>38.00</b>	<b>-1.21</b>	49.70	0.16	45.13	-0.10	41.13	-0.32
Management	52.00	-0.94	<b>51.00</b>	<b>-1.09</b>	53.30	-0.03	54.00	0.01	51.36	-0.14
Quant. Analysis	38.00	-0.67	<b>34.00</b>	<b>-1.49</b>	48.00	0.42	47.23	0.38	44.30	0.23
Finance	<b>36.00</b>	<b>-1.05</b>	<b>33.00</b>	<b>-1.45</b>	44.70	-0.22	50.28	0.09	35.46	-0.74
Marketing	53.00	-0.43	<b>43.00</b>	<b>-1.75</b>	26.30	-0.58	43.23	0.37	42.96	0.35
Legal & Soc Iss.	54.00	-0.53	<b>51.00</b>	<b>-1.03</b>	54.70	-0.12	58.46	0.09	46.82	-0.56
Info Systems	45.00	-0.61	<b>39.00</b>	<b>-1.41</b>	64.00	0.09	65.12	0.15	53.40	-0.49
Intl. Issues	<b>44.00</b>	<b>-1.35</b>	<b>39.00</b>	<b>-2.03</b>	52.03	-0.17	54.22	-0.05	42.27	-0.73

\* *Bold indicates indicator results greater than one standard deviation below the mean.*

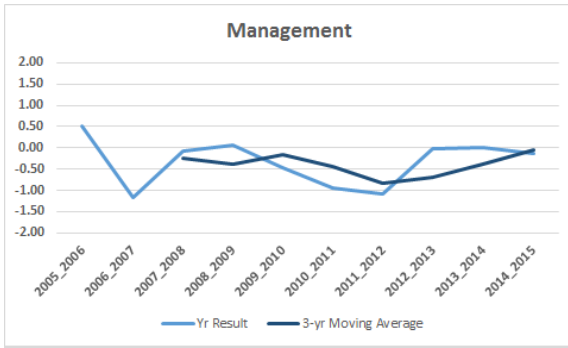
**Figure 4.1.1: Accounting Indicator Normalized Scores, 2006-2015**



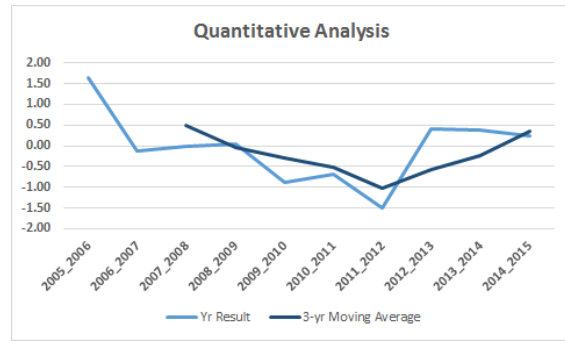
**Figure 4.1.2: Economics Indicator Normalized Scores, 2006-2015**



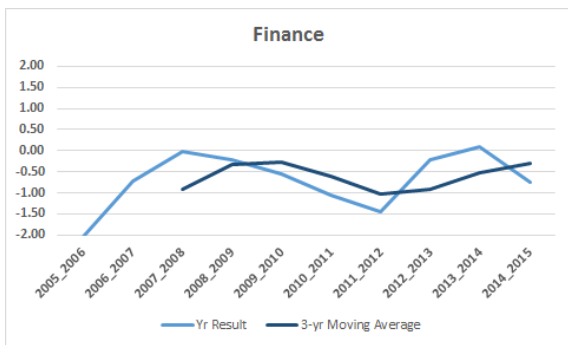
**Figure 4.1.3: Management Indicator Normalized Scores, 2006-2015**



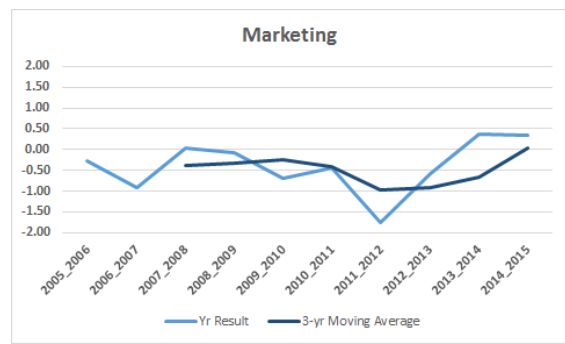
**Figure 4.1.4: Quantitative Analysis Indicator Normalized Scores, 2006-2015**



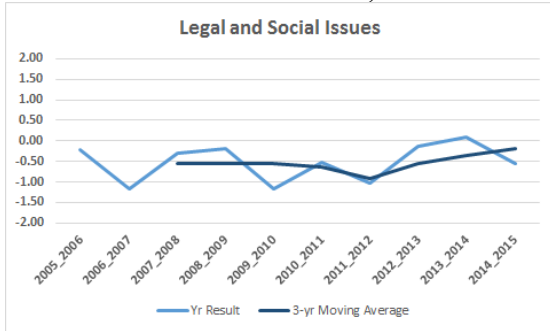
**Figure 4.1.5: Finance Indicator Normalized Scores, 2006-2015**



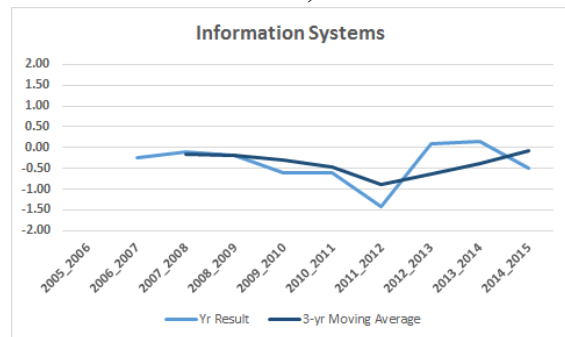
**Figure 4.1.6: Marketing Indicator Normalized Scores, 2006-2015**



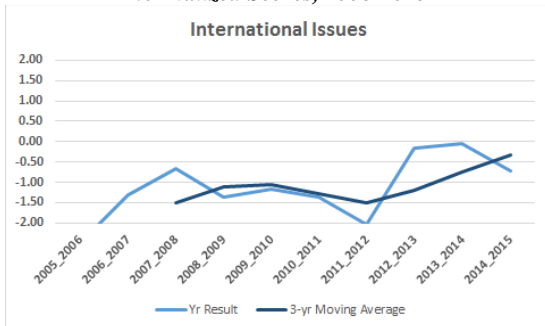
**Figure 4.1.7: Legal and Social Issues Indicator Normalized Scores, 2006-2015**



**Figure 4.1.8: Information Systems Indicator Normalized Scores, 2006-2015**



**Figure 4.1.9: International Issues Indicator Normalized Scores, 2006-2015**



**Figure 4.1.10: Average Normalized Score of Indicator Areas, Sorted High-to-Low, 2006-2015**

Indicator Area	Current 3-yr Moving Average SD	Average SD (2006-2015)
Quant. Analysis	0.34	-0.05
Accounting	-0.14	-0.24
Management	-0.05	-0.33
Info Systems	-0.08	-0.38
Marketing	0.05	-0.40
Legal & Soc Iss.	-0.19	-0.52
Finance	-0.29	-0.70
Economics	-0.09	-0.72
Intl. Issues	-0.31	-1.13

## Performance Measure 4.2: Emphasis on Real World Application in Curriculum

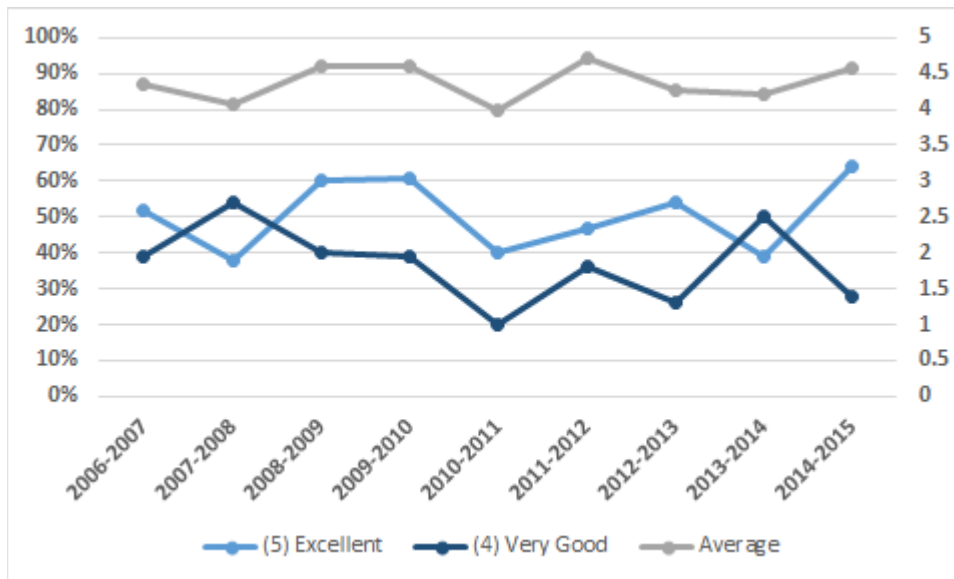
*Students will rate the emphasis of “real world” applications in the curriculum as excellent on the capstone / commencement survey.*

Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken																																								
<p>Administration of Capstone / Commencement Survey</p> <p>Indirect Summative Internal</p>	<p>75% of students will rate emphasis of “real world” applications in the curriculum as “excellent”.</p> <table border="1" data-bbox="475 604 886 1157"> <thead> <tr> <th data-bbox="475 604 618 810">Academic Year</th> <th data-bbox="618 604 708 810">(5) Excellent</th> <th data-bbox="708 604 797 810">(4) Very Good</th> <th data-bbox="797 604 886 810">Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="475 810 618 848">2006-2007</td> <td data-bbox="618 810 708 848">52%</td> <td data-bbox="708 810 797 848">39%</td> <td data-bbox="797 810 886 848">4.36</td> </tr> <tr> <td data-bbox="475 848 618 886">2007-2008</td> <td data-bbox="618 848 708 886">38%</td> <td data-bbox="708 848 797 886">54%</td> <td data-bbox="797 848 886 886">4.06</td> </tr> <tr> <td data-bbox="475 886 618 924">2008-2009</td> <td data-bbox="618 886 708 924">60%</td> <td data-bbox="708 886 797 924">40%</td> <td data-bbox="797 886 886 924">4.60</td> </tr> <tr> <td data-bbox="475 924 618 961">2009-2010</td> <td data-bbox="618 924 708 961">61%</td> <td data-bbox="708 924 797 961">39%</td> <td data-bbox="797 924 886 961">4.61</td> </tr> <tr> <td data-bbox="475 961 618 999">2010-2011</td> <td data-bbox="618 961 708 999">40%</td> <td data-bbox="708 961 797 999">20%</td> <td data-bbox="797 961 886 999">4.00</td> </tr> <tr> <td data-bbox="475 999 618 1037">2011-2012</td> <td data-bbox="618 999 708 1037">47%</td> <td data-bbox="708 999 797 1037">36%</td> <td data-bbox="797 999 886 1037">4.71</td> </tr> <tr> <td data-bbox="475 1037 618 1075">2012-2013</td> <td data-bbox="618 1037 708 1075">54%</td> <td data-bbox="708 1037 797 1075">26%</td> <td data-bbox="797 1037 886 1075">4.27</td> </tr> <tr> <td data-bbox="475 1075 618 1113">2013-2014</td> <td data-bbox="618 1075 708 1113">39%</td> <td data-bbox="708 1075 797 1113">50%</td> <td data-bbox="797 1075 886 1113">4.22</td> </tr> <tr> <td data-bbox="475 1113 618 1150">2014-2015</td> <td data-bbox="618 1113 708 1150">64%</td> <td data-bbox="708 1113 797 1150">28%</td> <td data-bbox="797 1113 886 1150">4.56</td> </tr> </tbody> </table>	Academic Year	(5) Excellent	(4) Very Good	Average	2006-2007	52%	39%	4.36	2007-2008	38%	54%	4.06	2008-2009	60%	40%	4.60	2009-2010	61%	39%	4.61	2010-2011	40%	20%	4.00	2011-2012	47%	36%	4.71	2012-2013	54%	26%	4.27	2013-2014	39%	50%	4.22	2014-2015	64%	28%	4.56	<p><b>Analysis:</b> Fewer than 75% of students have rated emphasis of real world applications as “excellent.” However, our students do rate our emphasis of “real world” applications historically as very positive. For example, for the 2014-2015 reporting year, 92% of the students rated use of “real world” applications in the curriculum as either “Excellent” or “Very Good.”</p> <p><b>Ongoing Action:</b> Encourage continued use of real world application in the classroom throughout entire curriculum instead of just capstone.</p> <p><b>New Action:</b> In addition to incorporation of real world application in the classroom, we are also planning to implement a Phi Beta Lambda</p>	<p><b>Result:</b> Percentage rating emphasis of “real world” application rose during the 2014-2015 year, but dropped during the 2013-2014 year. Continue to monitor and introduce additional actions.</p>
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speaker series to bring business leaders into the classroom.

**Graphs and Results of Resulting Trends**

*Figure 4.2.1: Percentage of Capstone Seniors Rating Emphasis of Real World Application in Curriculum, 2007-2015*





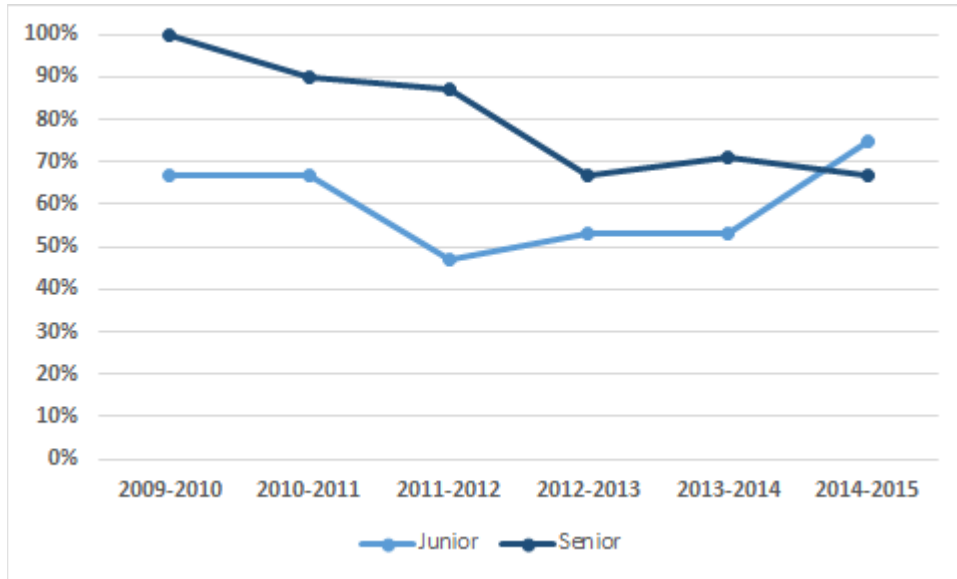
### Performance Measure 4.3: Junior and Senior Level Writing Samples

*60% of junior-level writing samples will be rated as “satisfactory” and 75% of senior-level writing samples will be rated as “satisfactory”.*

Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken
<p>Evaluation of junior and senior level writing samples by writing assessment team formed from members of the business faculty.</p> <p>Direct Formative Internal</p>	<p>% samples rated satisfactory</p> <p><u>Junior-level</u> 2009-2010: 67% 2010-2011: 67% 2011-2012: 47% 2012-2013: 53% 2013-2014: 53% 2014-2015: 75%</p> <p><u>Senior-level</u> 2009-2010: 100% 2010-2011: 90% 2011-2012: 87% 2012-2013: 67% 2013-2014: 71% 2014-2015: 67%</p>	<p><b>Old action:</b> Removal of BU 333 <i>Organizational Communication</i> from business core. Replaced with emphasis of writing throughout curriculum, including greater use of case study analysis.</p> <p><b>Ongoing Action:</b> The university’s General Education Curriculum Committee adopted the AACU LEAP Value rubrics for General Education Assessment. The Written Communication Value Rubric was utilized by the department for writing assessment for the first time 2013-2014.</p> <p><b>Ongoing Action:</b> The trend results of the writing assessment will be shared with the College Curriculum Development and Assessment Committee to explore ways to improve student writing in the curriculum.</p>	<p><b>Result:</b> The AACU LEAP Value Written Communication Rubric was utilized for writing assessment beginning with the 2013-2014 assessment cycle. While the junior level students met the goal for 2014-2015, the senior level students have not met the goal for the past 3 years. We will continue working with our Curriculum Development and Assessment Committee to integrate writing throughout the curriculum. We will also increase referrals to the university’s writing center.</p>

### Graphs and Results of Resulting Trends

Figure 4.3.1: Percentage of Student Writing Samples Rated Satisfactory, 2009-2015



## Performance Measure 4.4: Student Learning Outcome Assessment

*The average score on student learning objective questions on the capstone exit exam will be 70% or higher.*

<b>Student Learning Results: Bachelor of Science in Accounting</b>	
<p><b>1. Student Learning Results</b></p> <p><b>Learning Objectives:</b></p> <p>A. Graduates of the Bachelor of Science in Accounting will be able to apply basic understanding of economic principles to complex business issues.</p> <p>B. Graduates of the Bachelor of Science in Accounting program will be able to demonstrate an understanding of an auditor's role in society and learn the principles of accounting control, theft prevention, and safeguarding of assets.</p> <p>C. Graduates of the Bachelor of Science in Accounting program will be able to gain a strong understanding of various accounting concepts and develop the basic skills in using financial and managerial accounting information.</p> <p>D. Graduates of the Bachelor of Science in Accounting program will be able to demonstrate a basic understanding of the individual, partnership and corporate tax laws and identify key principles, concepts, and terminology used.</p> <p>E. Graduates of the Bachelor of Science in Accounting program will be able to demonstrate how business managers use and analyze managerial accounting information to make decisions and be able to apply various budgeting techniques in order to help make informed business decisions.</p>	<p>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:</p> <p>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.</p> <p>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.</p>

<b>Objective</b>	<b>Description of Measurement Instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>
<b>Objective A</b>	The average score on questions specific for ACC_FIN on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for ACC_FIN specific questions fell below 70% for the past 3 years.	The target was missed for the last three reporting years. The department has reduced the reliance on adjuncts in accounting beginning with the current academic year.	Due to the fact that we have recently begun reducing the reliance on adjuncts, no data has been collected since this change occurred.
<b>Objective B</b>	The average score on questions specific for ACC_412 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for ACC_412 specific questions fell below 70% for the past 3 years.	The target was missed for the last three reporting years. The department has reduced the reliance on adjuncts in accounting beginning with the current academic year.	Due to the fact that we have recently begun reducing the reliance on adjuncts, no data has been collected since this change occurred.
<b>Objective C</b>	The average score on questions specific for ACC_211 and ACC_212 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for ACC_211 and ACC_212 specific questions fell below 70% for the past 3 years.	The target was missed for the last three reporting years. The department has reduced the reliance on adjuncts in accounting beginning with the current academic year.	Due to the fact that we have recently begun reducing the reliance on adjuncts, no data has been collected since this change occurred.
<b>Objective D</b>	The average score on questions specific for ACC_312 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for ACC_312 specific questions fell below 70% for two of the past 3 years.	The target was missed for two of the three reporting years. It should be noted that the sample size was small and the target was only missed by a few points.	The results fell below the target for two of the reporting years. We will continue monitoring to see if this downward trend continues.

<p><b>Objective E</b></p>	<p>The average score on questions specific for ACC_315 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for ACC_315 specific questions fell below 70% for two of the past 3 years.</p>	<p>The target was missed for two of the three reporting years. It should be noted that the sample size was small and the target was only missed by a few points.</p>	<p>The results fell below the target for two of the reporting years. We will continue monitoring to see if this downward trend continues.</p>
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**Student Learning Results: Bachelor of Science in Business Administration with a Concentration in General Business**

**1. Student Learning Results**

**Learning Objectives:**

- A. Graduates of the Bachelor of Science in Business Administration with a concentration in General Business will be able to prepare the financial statements in accordance with generally accepted accounting principles and be able to analyze the strengths and weaknesses of each statement.
- B. Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to apply basic accounting principles to common business problems.
- C. Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to Use the fundamentals and principles of finance in business decision making.
- D. Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to demonstrate understanding of operations management as an integral component of business organizations.
- E. Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to identify and apply core concepts of marketing including the basic marketing mix elements.
- F. Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to identify core concepts in management including planning, organizing, directing and controlling.

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.

<p>G. Graduates of the Bachelor of Science Business Administration with a concentration in General Business will be able to evaluate and access the legal and ethical ramifications of business practices.</p>	
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Objective	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made
<b>Objective A</b>	The average score on questions specific for EC 201 and EC 202 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for EC 201 and EC 202 specific questions fell below 70% for the past 3 years.	Results were below target for past three years.	This course has been redesigned to include the addition of supplemental materials that are more current than what is available in current Economic textbooks.
<b>Objective B</b>	The average score on questions specific for ACC 211 and ACC 212 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for ACC 211 and ACC 212 specific questions fell below 70% for the past 3 years.	The target was missed for the last three reporting years. The department has reduced the reliance on adjuncts in accounting beginning with the current academic year.	Due to the fact that we have recently begun reducing the reliance on adjuncts, no data has been collected since this change occurred.
<b>Objective C</b>	The average score on questions specific for FIN 355 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for FIN 355 specific questions fell below 70% for the past 3 years.	Results were below target for past three years.	This course has been redesigned to include the addition of instructional videos to assist student understanding of key concepts.
<b>Objective D</b>	The average score on questions specific for MGT 385 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for MGT 385 specific questions fell below 70% for the past 3 years.	Results were below target for past three years.  The class has increased the number of field experience opportunities within the past academic year.	No action taken, but will continue to monitor to see if incorporation of field experiences yield positive results.
<b>Objective E</b>	The average score on questions	Average scores on the capstone	Results were above target for	No action taken.



	<p>specific for MKT 361 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>exit exam for MKT 361 were above 70% for the past 3 years.</p>	<p>the past three years.</p>	
<b>Objective F</b>	<p>The average score on questions specific for MGT 381 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MGT 381 were above 70% for the past 3 years.</p>	<p>Results were above target for the past three years.</p>	<p>No action taken.</p>
<b>Objective G</b>	<p>The average score on questions specific for PLG 241 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for PLG 241 specific questions fell below 70% for the past 3 years.</p>	<p>Results were below target for past three years.</p>	<p>A face-to-face section of PLG 241 was offered for the current academic year for those students who prefer that delivery method.</p>

## Student Learning Results: Bachelor of Science in Management

### 1. Student Learning Results

#### Learning Objectives:

A. Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to describe data and use inferential statistics to make evidence based decisions.

B. Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to identify and explain the basic management functions in organizations.

C. Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to recognize the potential effects of organizational factors (such as structure, culture, leadership styles, motivational techniques) on individual behavior.

D. Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to recognize and apply basic analytical techniques related to decision making in quality control, forecasting, project management, location analysis.

E. Graduates of the Bachelor of Science Business Administration with a concentration in Management will be able to demonstrate an understanding of the elements of the Strategic Management process, research, and theories.

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.

Objective	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made
<b>Objective A</b>	<p>The average score on questions specific for BQA 345 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for BQA 345 specific questions fell below 70% for the past 3 years.</p>	<p>Results were below target for past three years.</p> <p>No action taken due to this area being the highest performing area of our national benchmarking exam from Peregrine Academic Testing Services. The current capstone exam will be reviewed to see if it is truly measuring course objectives.</p>	<p>No action taken.</p>
<b>Objective B</b>	<p>The average score on questions specific for MGT 381 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MGT 381 specific questions were at or above 70% for 2 of the past 3 years.</p>	<p>Results were above target for two of the past three years.</p>	<p>The results fell below the target for the most recent year. We will continue monitoring to see if this downward trend continues.</p>
<b>Objective C</b>	<p>The average score on questions specific for MGT 382 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MGT 382 specific questions above 70% for 2 of the past 3 years.</p>	<p>Results were above target for two of the past three years.</p>	<p>No action taken.</p>
<b>Objective D</b>	<p>The average score on questions specific for MGT 385 on the capstone exit exam will be above 70%.</p>	<p>Average scores on the capstone exit exam for MGT 385 specific questions fell</p>	<p>Results were below target for past three years.</p> <p>The class has increased the</p>	<p>No action taken, but will continue to monitor to see if incorporation of field experiences</p>

	Internal Summative Direct	below 70% for the past 3 years.	number of field experience opportunities within the past academic year.	yield positive results.
<b>Objective E</b>	The average score on questions specific for MGT 497 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for MGT 497 specific questions were above 70% for 2 of the past 3 years.	Results were above target for two the past three years.	The results fell below the target for the most recent year. We will continue monitoring to see if this downward trend continues.

## Student Learning Results: Bachelor of Science in Business Administration with a Concentration in Marketing

### 1. Student Learning Results

#### Learning Objectives:

A. Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to identify and apply core concepts of marketing including the basic marketing mix elements.

B. Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to create an integrated marketing communications plan which includes promotional strategies.

C. Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to demonstrate knowledge of basic principles of retail management.

D. Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to apply consumer behavioral theories to business situations.

E. Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to demonstrate knowledge of sales management.

F. Graduates of the Bachelor of Science Business Administration with a concentration in Marketing will be able to analyze marketing management problems and provide solutions based on a critical examination of marketing information.

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.

Objective	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made
<b>Objective A</b>	The average score on questions specific for MKT 361 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for MKT 361 specific questions were above 70% for the past 3 years.	Results were above target for the past three years.	No action taken.
<b>Objective B</b>	The average score on questions specific for MKT 363 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for MKT 363 specific questions were above 70% for the past 3 years.	Results were above target for the past three years.	No action taken.
<b>Objective C</b>	The average score on questions specific for MKT 365 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for MKT 365 specific questions were above 70% for the past 3 years.	Results were above target for the past three years.	No action taken.
<b>Objective D</b>	The average score on questions specific for MKT 370 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for MKT 370 specific questions were above 70% for 1 of the past 3 years.	The target was missed for one of the three reporting years. It should be noted that the sample size was small and the target was only missed by a few points.	The results fell below the target for one of the reporting years. We will continue monitoring to see if this downward trend continues.
<b>Objective E</b>	The average score on questions specific for MKT 375 on the capstone exit exam will be above 70%.	Average scores on the capstone exit exam for MKT 375 specific questions were above 70% for 1	The target was missed for one of the three reporting years. It should be noted that the sample size was	The results fell below the target for one of the reporting years. We will continue monitoring to see

	Internal Summative Direct	of the past 3 years.	small and the target was only missed by a few points.	if this downward trend continues.
<b>Objective F</b>	The average score on questions specific for MKT 490 on the capstone exit exam will be above 70%.  Internal Summative Direct	Average scores on the capstone exit exam for MKT 490 specific questions were above 70% for the past 3 years.	Results were above target for the past three years.	No action taken.

## Student Learning Results: Bachelor of Science in Management Information Systems

### 1. Student Learning Results

#### Learning Objectives:

- A. Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will be able to identify and apply programming principles to develop business applications.
- B. Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will be able to identify and apply fundamental concepts of website development for businesses.
- C. Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will be able to identify and explain fundamental networking and hardware components.
- D. Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will understand the principles of the Systems Development Life Cycle and how it can be utilized to created and design effective business systems.
- E. Graduates of the Bachelor of Science Business Administration with a Concentration in Management Information Systems will be able to identify and apply database design principles to develop applications to support and maintain business data.

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.



<b>Objective</b>	<b>Description of Measurement Instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>
<b>Objective A</b>	<p>The average score on questions specific for MIS_Prog on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MIS_Prog specific questions were above 70% for 2 of the past 3 years. No data was collected during 2013-2014 due to so few students graduating during that time cycle.</p>	<p>Results were above target for the 2 years in which data was collected.</p>	<p>No action taken.</p>
<b>Objective B</b>	<p>The average score on questions specific for MIS 322 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MIS 322 specific questions were above 70% for 2 of the past 3 years. No data was collected during 2013-2014 due to so few students graduating during that time cycle.</p>	<p>Results were above target for the 2 years in which data was collected.</p>	<p>No action taken.</p>
<b>Objective C</b>	<p>The average score on questions specific for MIS 396 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MIS 396 specific questions were above 70% for 2 of the past 3 years. No data was collected during 2013-2014 due to so few students graduating during that time cycle.</p>	<p>Results were above target for the 2 years in which data was collected.</p>	<p>No action taken.</p>

<p><b>Objective D</b></p>	<p>The average score on questions specific for MIS 470 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MIS 470 specific questions were above 70% for 1 of the past 3 years. No data was collected during 2013-2014 due to so few students graduating during that time cycle.</p>	<p>Results were above target for the 1 of the 2 years in which data was collected.</p>	<p>The results fell below the target for the most recent year. We will continue monitoring to see if this downward trend continues.</p>
<p><b>Objective E</b></p>	<p>The average score on questions specific for MIS 482 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MIS 482 specific questions were above 70% for 2 of the past 3 years. No data was collected during 2013-2014 due to so few students graduating during that time cycle.</p>	<p>Results were above target for the 2 years in which data was collected.</p>	<p>No action taken.</p>

### Graphs and Results of Resulting Trends

*Table 4.4.1: Accounting SLO Performance Results, AY 2013-2015*

<b>Accounting</b>				
<b>Objective</b>	<b>Exam</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
A	ACC_FIN	44%	53%	42%
B	ACC 412	64%	53%	60%
C	ACC 211_212	62%	61%	68%
D	ACC 312	64%	73%	68%
E	ACC 315	56%	71%	64%

*Figure 4.4.1: Accounting SLO Performance Results, AY 2013-2015*

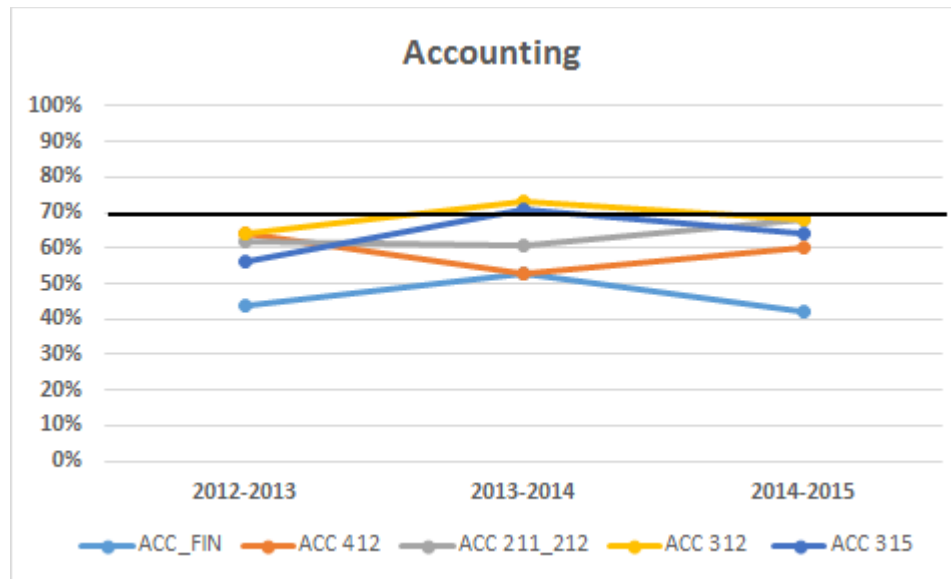


Table 4.4.2: General Business SLO Performance Results, AY 2013-2015

General Business				
Objective	Exam	2012-2013	2013-2014	2014-2015
A	EC 201_202	62%	52%	66%
B	ACC 211_212	59%	50%	62%
C	FIN 355	42%	26%	48%
D	MGT 385	69%	66%	68%
E	MKT 361	80%	78%	82%
F	MGT 381	87%	76%	80%
G	PLG 241	63%	36%	41%

Figure 4.4.2: General Business SLO Performance Results, AY 2013-2015

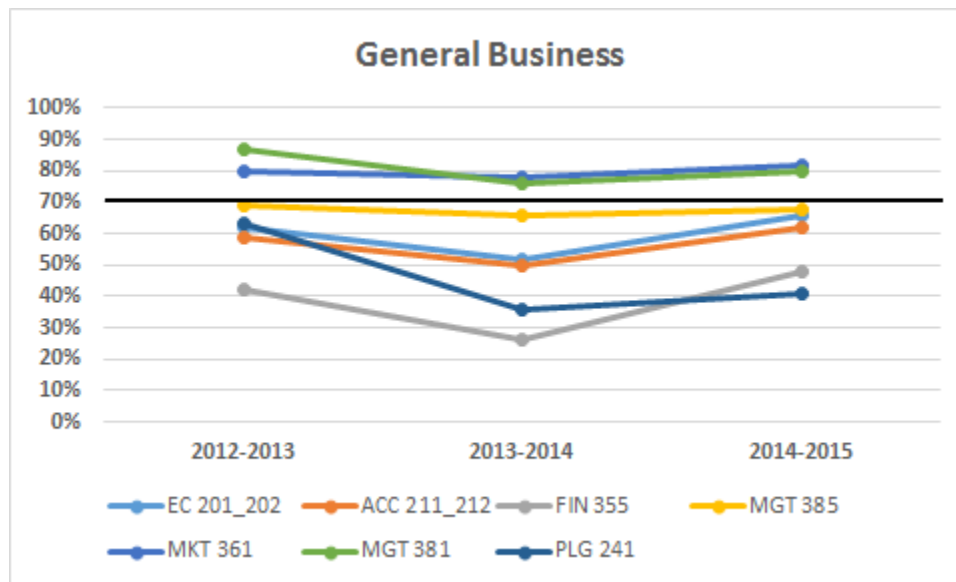


Table 4.4.3: Management SLO Performance Results, AY 2013-2015

Management				
Objective	Exam	2012-2013	2013-2014	2014-2015
A	BQA 345	54%	50%	50%
B	MGT 381	80%	70%	65%
C	MGT 382	63%	90%	77%
D	MGT 385	44%	50%	68%
E	MGT 497	83%	80%	68%

Figure 4.4.3: Management SLO Performance Results, AY 2013-2015

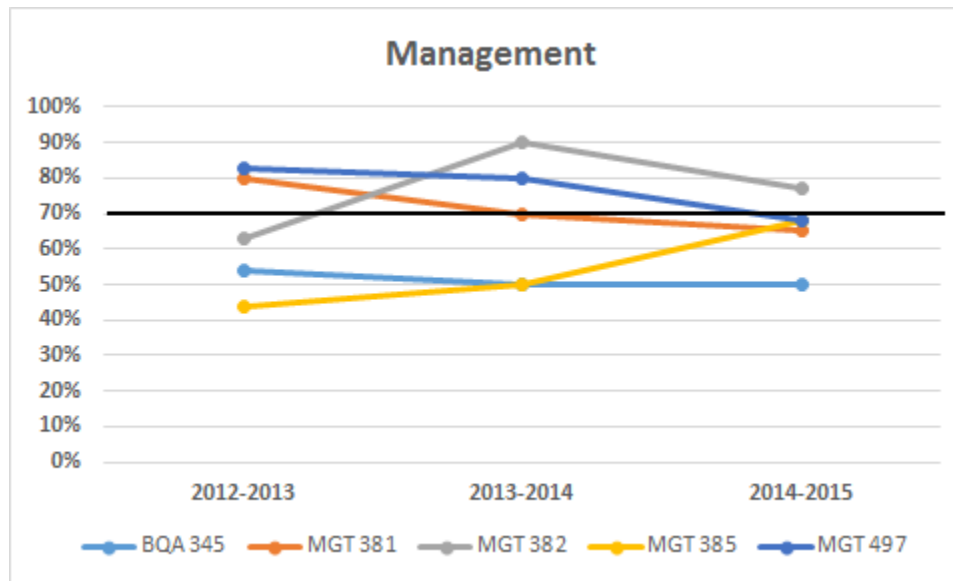


Table 4.4.4: Marketing SLO Performance Results, AY 2013-2015

Marketing				
Objective	Exam	2012-2013	2013-2014	2014-2015
A	MKT 361	93%	90%	94%
B	MKT 363	80%	100%	77%
C	MKT 365	87%	80%	77%
D	MKT 370	67%	60%	71%
E	MKT 375	47%	70%	66%
F	MKT 490	87%	100%	100%

Figure 4.4.4: Marketing SLO Performance Results, AY 2013-2015

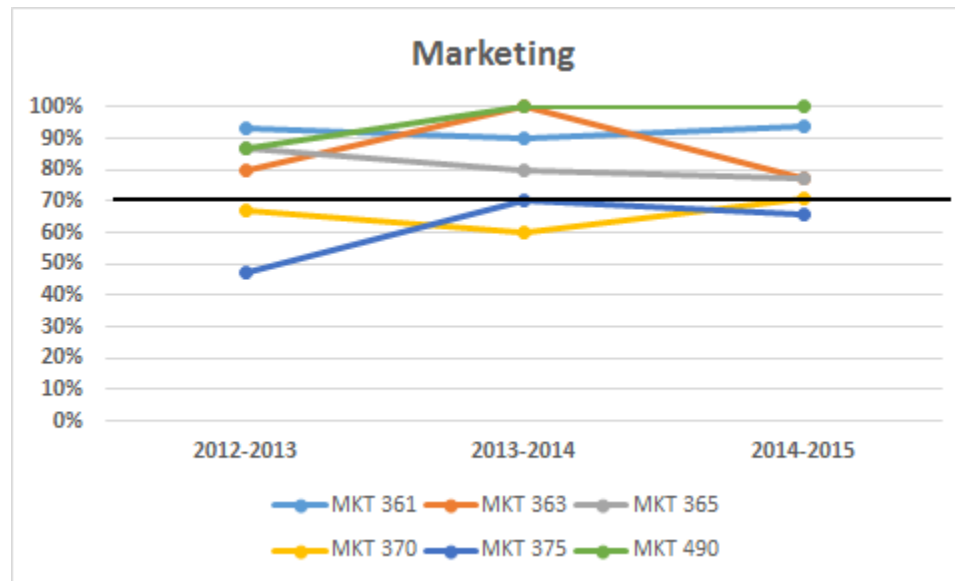


Table 4.4.5: Management Information Systems SLO Performance Results, AY 2013-2015

Management Information Systems				
Objective	Exam	2012-2013	2013-2014	2014-2015
A	MIS_Prog	92%	No Data	76%
B	MIS 322	80%	No Data	72%
C	MIS 396	88%	No Data	84%
D	MIS 470	80%	No Data	68%
E	MIS 482	72%	No Data	80%

Figure 4.4.5: Management Information Systems SLO Performance Results, AY 2013-2015

