

**Measurement and Analysis of Student Learning and Performance (Figure 4.2 - in ACBSP Standard #4)**

| Performance Indicator              | Definition   |
|------------------------------------|--|
| <b>1. Student Learning Results</b> | <p>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-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work<br/>                     Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.<br/>                     Formative – An assessment conducted during the student’s education.<br/>                     Summative – An assessment conducted at the end of the student’s education.<br/>                     Internal – An assessment instrument that was developed within the business unit.<br/>                     External – An assessment instrument that was developed outside the business unit.<br/>                     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> |

|  |  | Analysis of Results  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
|--|--|--|--|--|--|------|------------------------------|------|-----|------|-----|-----------|-----|-------------|-----|-------------|-----|
| Identified in Criterion 4.2              | Identified in Criterion 4.1  | Identified in Criterion 4.2  | Identified in Criterion 4.4  | Identified in Criterion 4.2  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
|  | <b>What is your measurement instrument or process?</b>   | <b>Current Results</b>   | <b>Analysis of Results</b>   | <b>Action Taken or Improvement made</b>  | <b>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</b>   |      |                              |      |     |      |     |           |     |             |     |             |     |
| <b>Measurable goal</b>                   | <b>Do not use grades.</b>  | <b>What are your current results?</b>  | <b>What did you learn from the results?</b>  | <b>What did you improve or what is your next step?</b>   |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| <b>What is your goal?</b>                | <b>(Indicate type of instrument) direct, formative, internal, comparative</b>  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| BS: Proficiency in written communication | Formative: various assignments assessed by individual professors in class.<br>Summative: the Collegiate Learning Assessment (not shown here; core result shown in critical thinking below) | Formative: increasing proficiency by grade level (not shown here), and >75% proficiency.<br>Summative: >50% of students "proficient" or above on CLA+.<br>We meet the former, but not the latter goal. | We need more written work in the Business core.  | Chair of Business has reached out to all faculty to increase both reading and graded writing assignments. He also assigned a "point" faculty in each core discipline (e.g., Marketing, Management) to coordinate said effort within each discipline. | <table border="1"> <caption>Assessment: Written Communication</caption> <thead> <tr> <th>Year</th> <th>Percent Proficient or Better</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>85%</td> </tr> <tr> <td>2011</td> <td>85%</td> </tr> <tr> <td>Fall 2015</td> <td>55%</td> </tr> <tr> <td>Spring 2016</td> <td>90%</td> </tr> </tbody> </table>                                    | Year | Percent Proficient or Better | 2010 | 85% | 2011 | 85% | Fall 2015 | 55% | Spring 2016 | 90% |             |     |
| Year                                     | Percent Proficient or Better   |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| 2010                                     | 85%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| 2011                                     | 85%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| Fall 2015                                | 55%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| Spring 2016                              | 90%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| BS: Proficiency in oral communication    | Formative: various assignments assessed by individual professors in class.<br>Summative: individual performance on final group presentations in capstone.                                  | Increasing proficiency, with proficiency by graduation not below >75% of graduating seniors. We meet our current goal.   | Oral communication tends to be one of our students' strengths. The content of said presentations is what usually needs the most work. Students overall--even first year students--are on average comfortable in front of a room. | At the moment, we are focused on other competencies. Oral communication is comparatively strong.   | <table border="1"> <caption>Assessment: Oral Communication</caption> <thead> <tr> <th>Year</th> <th>Percent Proficient or Better</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>85%</td> </tr> <tr> <td>2011</td> <td>95%</td> </tr> <tr> <td>2012</td> <td>85%</td> </tr> <tr> <td>Fall 2015</td> <td>90%</td> </tr> <tr> <td>Spring 2016</td> <td>95%</td> </tr> </tbody> </table> | Year | Percent Proficient or Better | 2010 | 85% | 2011 | 95% | 2012      | 85% | Fall 2015   | 90% | Spring 2016 | 95% |
| Year                                     | Percent Proficient or Better   |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| 2010                                     | 85%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| 2011                                     | 95%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| 2012                                     | 85%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| Fall 2015                                | 90%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |
| Spring 2016                              | 95%  |  |  |  |  |      |                              |      |     |      |     |           |     |             |     |             |     |

|   |   | Analysis of Results   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
|---|---|---|--|--|---|------|------------------------------|------|-----|-----------|-----|-------------|-----|-------------|-----|
| Identified in Criterion 4.2                       | Identified in Criterion 4.1   | Identified in Criterion 4.2   |  | Identified in Criterion 4.4  | Identified in Criterion 4.2   |      |                              |      |     |           |     |             |     |             |     |
|   | What is your measurement instrument or process?   | Current Results   | Analysis of Results  | Action Taken or Improvement made   | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)   |      |                              |      |     |           |     |             |     |             |     |
| 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  |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| BS: Demonstrated understanding of ethical conduct | Various assignments assessed by individual professors in class.   | Increasing proficiency, with proficiency by graduation not below >75% of graduating seniors. We do not meet our current goal.   | We have noticed a significant drop in understanding of ethical issues in our students in the last year, compared to previous years.  | As some faculty measure ethical understanding, while others used experimental games to measure actual conduct, we learned that this is not just a matter of understanding. Knowing this, the chairs of Business and Economics have asked faculty to raise and discuss ethical dilemmas in class more often.                                    | <table border="1"> <caption>Assessment: Conduct</caption> <thead> <tr> <th>Year</th> <th>Percent Proficient or Better</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>80%</td> </tr> <tr> <td>Fall 2015</td> <td>60%</td> </tr> <tr> <td>Spring 2016</td> <td>65%</td> </tr> </tbody> </table>   | Year | Percent Proficient or Better | 2013 | 80% | Fall 2015 | 60% | Spring 2016 | 65% |             |     |
| Year  | Percent Proficient or Better  |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| 2013  | 80%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| Fall 2015   | 60%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| Spring 2016                                       | 65%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| BS: Collaboration--working well together in teams | Various assignments assessed by individual professors in class.   | Increasing proficiency, with proficiency by graduation not below >75% of graduating seniors. We currently meet our goal.  | Teamwork is another area where our students current perform well. Our students have multiple group projects each semester, and the practice apparently pays off.   | At the moment, we are focused on other competencies. Collaboration is also comparatively strong.   | <table border="1"> <caption>Assessment: Collaboration</caption> <thead> <tr> <th>Year</th> <th>Percent Proficient or Better</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>80%</td> </tr> <tr> <td>Fall 2015</td> <td>80%</td> </tr> <tr> <td>Spring 2016</td> <td>80%</td> </tr> </tbody> </table>   | Year | Percent Proficient or Better | 2014 | 80% | Fall 2015 | 80% | Spring 2016 | 80% |             |     |
| Year  | Percent Proficient or Better  |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| 2014  | 80%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| Fall 2015   | 80%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| Spring 2016                                       | 80%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| BS: Using critical thinking skills.               | Formative: Various assignments assessed by individual professors in class.<br>Summative: the Collegiate Learning Assessment (shown for 2015 and 2016) | Formative: increasing proficiency by grade level (not shown here), and >75% proficiency.<br>Summative: >50% of students "proficient" or above on CLA+. We meet the former, but not the latter goal. | Our early internal data suggested relatively strong writing, but using external assessment indicates considerable room for improvement. Barely 50% of our Business BS students graduate "proficient" or above. | Our efforts on this front are twofold: first, we see a gap between individual course grades and CLA performance. As such, we have raised the bar for what constitutes an acceptable grade for each course in the business core to a C-. Second, per written communication above, we have ramped up reading and dgraded writing in all courses. | <table border="1"> <caption>Assessment: Critical Thinking</caption> <thead> <tr> <th>Year</th> <th>Percent Proficient or Better</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>85%</td> </tr> <tr> <td>2011</td> <td>85%</td> </tr> <tr> <td>Fall 2015</td> <td>45%</td> </tr> <tr> <td>Spring 2016</td> <td>45%</td> </tr> </tbody> </table> | Year | Percent Proficient or Better | 2010 | 85% | 2011      | 85% | Fall 2015   | 45% | Spring 2016 | 45% |
| Year  | Percent Proficient or Better  |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| 2010  | 85%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| 2011  | 85%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| Fall 2015   | 45%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |
| Spring 2016                                       | 45%   |   |  |  |   |      |                              |      |     |           |     |             |     |             |     |

| Identified in Criterion 4.2 | Identified in Criterion 4.1  | Analysis of Results   |   |   | Identified in Criterion 4.2  |      |                    |             |      |             |     |             |      |
|-----------------------------|--|---|---|---|--|------|--------------------|-------------|------|-------------|-----|-------------|------|
| Identified in Criterion 4.2 | Identified in Criterion 4.1  | Identified in Criterion 4.2   | Identified in Criterion 4.4             | Identified in Criterion 4.2   | Identified in Criterion 4.2  |      |                    |             |      |             |     |             |      |
| Measurable goal             | What is your measurement instrument or process?                        | Current Results   | Analysis of Results                     | Action Taken or Improvement made  | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)  |      |                    |             |      |             |     |             |      |
| What is your goal?          | (Indicate type of instrument) direct, formative, internal, comparative | What are your current results?                                      | What did you learn from the results?    | What did you improve or what is your next step?   |  |      |                    |             |      |             |     |             |      |
| MBA: Oral Communication     | Various assignments assessed by individual professors in class.        | Proficiency not below >80% of students. We currently meet our goal. | All our internal results appear strong. | We are modifying the entire assessment program for the MBA along the lines of the BS. We also need to add external assessment to the MBA program for all learning outcomes. | <table border="1"> <caption>MBA: Oral Communication</caption> <thead> <tr> <th>Term</th> <th>Percent Proficient</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.95</td> </tr> <tr> <td>Spring 2012</td> <td>0.8</td> </tr> <tr> <td>Summer 2013</td> <td>0.95</td> </tr> </tbody> </table> | Term | Percent Proficient | Spring 2011 | 0.95 | Spring 2012 | 0.8 | Summer 2013 | 0.95 |
| Term                        | Percent Proficient   |   |   |   |  |      |                    |             |      |             |     |             |      |
| Spring 2011                 | 0.95   |   |   |   |  |      |                    |             |      |             |     |             |      |
| Spring 2012                 | 0.8  |   |   |   |  |      |                    |             |      |             |     |             |      |
| Summer 2013                 | 0.95   |   |   |   |  |      |                    |             |      |             |     |             |      |
| MBA: Written Communication  | Various assignments assessed by individual professors in class.        | Proficiency not below >80% of students. We currently meet our goal. | All our internal results appear strong. | We are modifying the entire assessment program for the MBA along the lines of the BS. We also need to add external assessment to the MBA program for all learning outcomes. | <table border="1"> <caption>MBA: Written Communication</caption> <thead> <tr> <th>Term</th> <th>Percent Proficient</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>0.9</td> </tr> <tr> <td>Spring 2012</td> <td>0.8</td> </tr> <tr> <td>Summer 2013</td> <td>1.0</td> </tr> </tbody> </table>  | Term | Percent Proficient | Fall 2011   | 0.9  | Spring 2012 | 0.8 | Summer 2013 | 1.0  |
| Term                        | Percent Proficient   |   |   |   |  |      |                    |             |      |             |     |             |      |
| Fall 2011                   | 0.9  |   |   |   |  |      |                    |             |      |             |     |             |      |
| Spring 2012                 | 0.8  |   |   |   |  |      |                    |             |      |             |     |             |      |
| Summer 2013                 | 1.0  |   |   |   |  |      |                    |             |      |             |     |             |      |
| MBA: Critical Thinking      | Various assignments assessed by individual professors in class.        | Proficiency not below >80% of students. We currently meet our goal. | All our internal results appear strong. | We are modifying the entire assessment program for the MBA along the lines of the BS. We also need to add external assessment to the MBA program for all learning outcomes. | <table border="1"> <caption>MBA: Critical Thinking</caption> <thead> <tr> <th>Term</th> <th>Percent Proficient</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>1.0</td> </tr> <tr> <td>Fall 2012</td> <td>1.0</td> </tr> <tr> <td>Summer 2013</td> <td>1.0</td> </tr> </tbody> </table>      | Term | Percent Proficient | Spring 2012 | 1.0  | Fall 2012   | 1.0 | Summer 2013 | 1.0  |
| Term                        | Percent Proficient   |   |   |   |  |      |                    |             |      |             |     |             |      |
| Spring 2012                 | 1.0  |   |   |   |  |      |                    |             |      |             |     |             |      |
| Fall 2012                   | 1.0  |   |   |   |  |      |                    |             |      |             |     |             |      |
| Summer 2013                 | 1.0  |   |   |   |  |      |                    |             |      |             |     |             |      |

| Identified in Criterion 4.2 | Identified in Criterion 4.1  | Analysis of Results   |   | Identified in Criterion 4.2   | Identified in Criterion 4.4 | Identified in Criterion 4.2   |      |                    |             |     |             |      |             |      |
|-----------------------------|--|---|---|---|-----------------------------|---|------|--------------------|-------------|-----|-------------|------|-------------|------|
|                             | What is your measurement instrument or process?                        | Current Results   | Analysis of Results                     | Action Taken or Improvement made  |                             | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)   |      |                    |             |     |             |      |             |      |
| 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 |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| MBA: Ethical Conduct        | Various assignments assessed by individual professors in class.        | Proficiency not below >80% of students. We currently meet our goal. | All our internal results appear strong. | We are modifying the entire assessment program for the MBA along the lines of the BS. We also need to add external assessment to the MBA program for all learning outcomes. |                             | <table border="1"> <caption>MBA: Ethical Conduct</caption> <thead> <tr> <th>Term</th> <th>Percent Proficient</th> </tr> </thead> <tbody> <tr> <td>Summer 2012</td> <td>1.0</td> </tr> <tr> <td>Fall 2012</td> <td>0.65</td> </tr> <tr> <td>Summer 2013</td> <td>1.0</td> </tr> </tbody> </table>          | Term | Percent Proficient | Summer 2012 | 1.0 | Fall 2012   | 0.65 | Summer 2013 | 1.0  |
| Term                        | Percent Proficient   |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Summer 2012                 | 1.0  |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Fall 2012                   | 0.65   |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Summer 2013                 | 1.0  |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| MBA: Collaboration          | Various assignments assessed by individual professors in class.        | Proficiency not below >80% of students. We currently meet our goal. | All our internal results appear strong. | We are modifying the entire assessment program for the MBA along the lines of the BS. We also need to add external assessment to the MBA program for all learning outcomes. |                             | <table border="1"> <caption>MBA: Collaboration (Teamwork)</caption> <thead> <tr> <th>Term</th> <th>Percent Proficient</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>0.9</td> </tr> <tr> <td>Fall 2012</td> <td>0.88</td> </tr> <tr> <td>Summer 2013</td> <td>1.0</td> </tr> </tbody> </table> | Term | Percent Proficient | Spring 2012 | 0.9 | Fall 2012   | 0.88 | Summer 2013 | 1.0  |
| Term                        | Percent Proficient   |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Spring 2012                 | 0.9  |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Fall 2012                   | 0.88   |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Summer 2013                 | 1.0  |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| MBA: Leadership             | Various assignments assessed by individual professors in class.        | Proficiency not below >80% of students. We currently meet our goal. | All our internal results appear strong. | We are modifying the entire assessment program for the MBA along the lines of the BS. We also need to add external assessment to the MBA program for all learning outcomes. |                             | <table border="1"> <caption>MBA: Leadership</caption> <thead> <tr> <th>Term</th> <th>Percent Proficient</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>0.9</td> </tr> <tr> <td>Summer 2013</td> <td>0.75</td> </tr> <tr> <td>Fall 2014</td> <td>0.95</td> </tr> </tbody> </table>              | Term | Percent Proficient | Spring 2012 | 0.9 | Summer 2013 | 0.75 | Fall 2014   | 0.95 |
| Term                        | Percent Proficient   |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Spring 2012                 | 0.9  |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Summer 2013                 | 0.75   |   |   |   |                             |   |      |                    |             |     |             |      |             |      |
| Fall 2014                   | 0.95   |   |   |   |                             |   |      |                    |             |     |             |      |             |      |

| Identified in Criterion 4.2               | Identified in Criterion 4.1  | Analysis of Results   |   |   | Identified in Criterion 4.2   |      |                    |             |     |             |     |           |      |
|---|--|---|---|---|---|------|--------------------|-------------|-----|-------------|-----|-----------|------|
| Identified in Criterion 4.2               | Identified in Criterion 4.1  | Identified in Criterion 4.2   | Identified in Criterion 4.2             | Identified in Criterion 4.4   | Identified in Criterion 4.2   |      |                    |             |     |             |     |           |      |
|   | What is your measurement instrument or process?                        | Current Results   | Analysis of Results                     | Action Taken or Improvement made  | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)   |      |                    |             |     |             |     |           |      |
| 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 |   |   |   |   |      |                    |             |     |             |     |           |      |
| MBA: Producing innovative business plans. | Various assignments assessed by individual professors in class.        | Proficiency not below >80% of students. We currently meet our goal. | All our internal results appear strong. | We are modifying the entire assessment program for the MBA along the lines of the BS. We also need to add external assessment to the MBA program for all learning outcomes. | <table border="1"> <caption>MBA: Producing Business Plans</caption> <thead> <tr> <th>Term</th> <th>Percent Proficient</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>1.0</td> </tr> <tr> <td>Summer 2013</td> <td>1.0</td> </tr> <tr> <td>Fall 2013</td> <td>0.85</td> </tr> </tbody> </table> | Term | Percent Proficient | Spring 2012 | 1.0 | Summer 2013 | 1.0 | Fall 2013 | 0.85 |
| Term                                      | Percent Proficient   |   |   |   |   |      |                    |             |     |             |     |           |      |
| Spring 2012                               | 1.0  |   |   |   |   |      |                    |             |     |             |     |           |      |
| Summer 2013                               | 1.0  |   |   |   |   |      |                    |             |     |             |     |           |      |
| Fall 2013                                 | 0.85   |   |   |   |   |      |                    |             |     |             |     |           |      |