



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

## 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 *            * Peregrine Testing</p>	<p><b>Analysis:</b> Scores on international issues indicator greater than 1 SD below mean in four of past five years.</p> <p><b>Old Action:</b> Request that our <i>Curriculum Development and Assessment Committee</i> consider areas in which <i>BU 371 International Business Seminar</i> could be introduced as a required course.</p> <p><b>Old Action:</b> ETS results shared with faculty members including outline of areas in which ETS MFT-B looks for coverage of international issues. Faculty members were encouraged to introduce global focus into courses.</p> <p><b>Ongoing Action:</b> Include international issues questions on our newly developed <i>Capstone Assessment Instrument (MUW-CAI)</i>.</p> <p><b>New Action:</b> In process of adding International Business Seminar to Management concentration and regular course rotation.</p>	<p><b>Result:</b> International issues scores have continued downward trend. Slight improvement was shown over the past year. Results will need to be closely monitored to determine if recent improvement is sustainable and not the result of change in testing service.</p>

## Graphs and Results of Resulting Trends

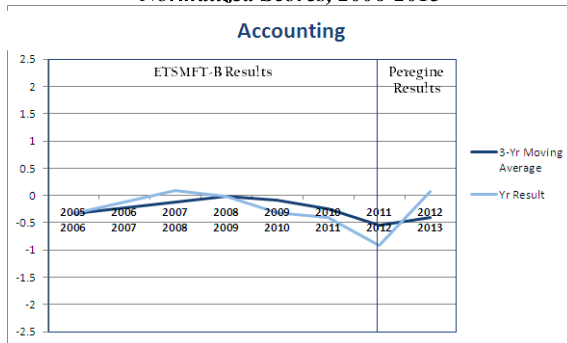
**Table 4.1.1: Indicator Means and Standard Deviations, 2006-2013**

Indicator Area	2005_2006		2006_2007		2007_2008		2008_2009	
	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
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
Management	58.33	0.50	<b>45.70</b>	<b>-1.16</b>	53.97	-0.07	55.00	0.07
Quant. Analysis	55.60	1.64	45.39	-0.12	45.97	-0.02	46.33	0.04
Finance	<b>36.71</b>	<b>-2.06</b>	48.61	-0.72	54.91	-0.01	53.00	-0.22
Marketing	49.98	-0.27	45.52	-0.91	52.23	0.05	51.33	-0.08
Legal & Soc Iss.	44.61	-0.20	38.61	<b>-1.16</b>	43.97	-0.31	44.67	-0.20
Info Systems			56.39	-0.25	57.23	-0.09	56.67	<b>-0.19</b>
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>

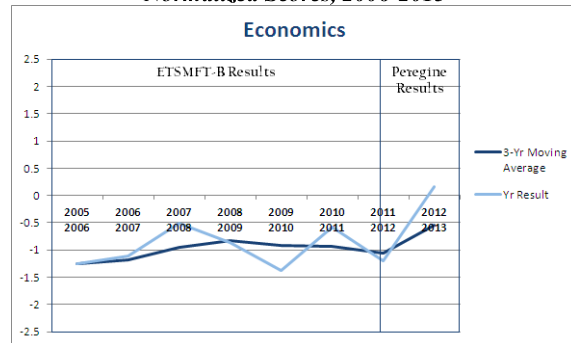
Indicator Area	2009_2010		2010_2011		2011_2012		2012_2013	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Accounting	47.50	-0.32	42.00	-0.40	38.00	-0.91	52.00	0.08
Economics	<b>38.00</b>	<b>-1.38</b>	42.00	-0.57	<b>38.00</b>	<b>-1.21</b>	49.70	0.16
Management	51.00	-0.46	52.00	-0.94	<b>51.00</b>	<b>-1.09</b>	53.30	-0.03
Quant. Analysis	41.00	-0.88	38.00	-0.67	<b>34.00</b>	<b>-1.49</b>	48.00	0.42
Finance	50.00	-0.56	<b>36.00</b>	<b>-1.05</b>	<b>33.00</b>	<b>-1.45</b>	44.70	-0.22
Marketing	47.00	-0.70	53.00	-0.43	<b>43.00</b>	<b>-1.75</b>	26.30	-0.58
Legal & Soc Iss.	<b>38.50</b>	<b>-1.17</b>	54.00	-0.53	<b>51.00</b>	<b>-1.03</b>	54.70	-0.12
Info Systems	54.50	-0.60	45.00	-0.61	<b>39.00</b>	<b>-1.41</b>	64.00	0.09
Intl. Issues	<b>45.00</b>	<b>-1.16</b>	<b>44.00</b>	<b>-1.35</b>	<b>39.00</b>	<b>-2.03</b>	52.03	-0.17

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

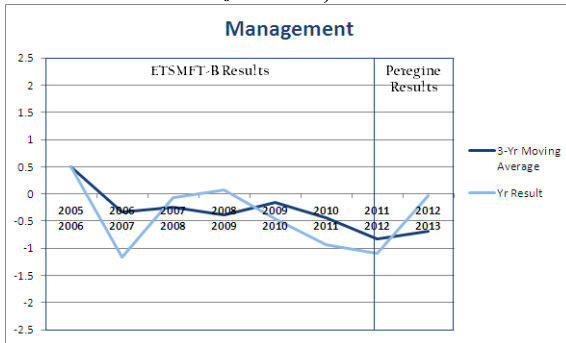
**Figure 4.1.1: Accounting Indicator Normalized Scores, 2006-2013**



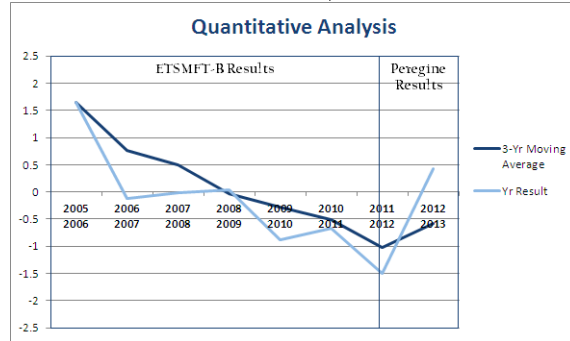
**Figure 4.1.2: Economics Indicator Normalized Scores, 2006-2013**



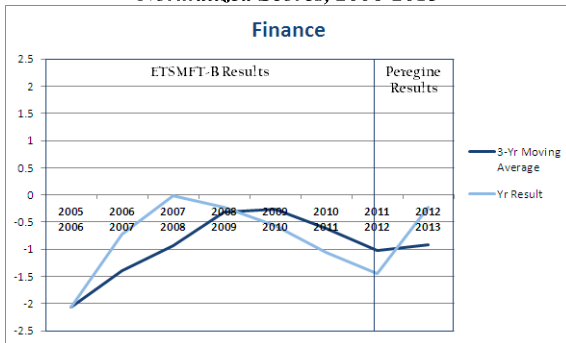
**Figure 4.1.3: Management Indicator Normalized Scores, 2006-2013**



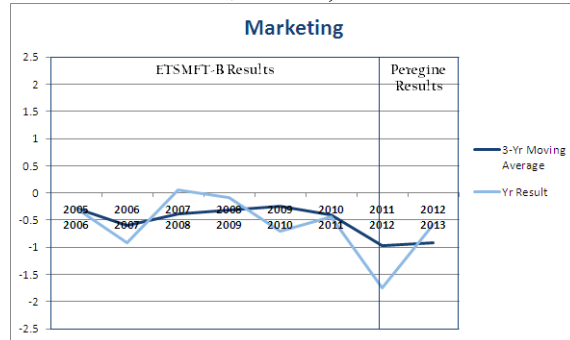
**Figure 4.1.4: Quantitative Analysis Indicator Normalized Scores, 2006-2013**



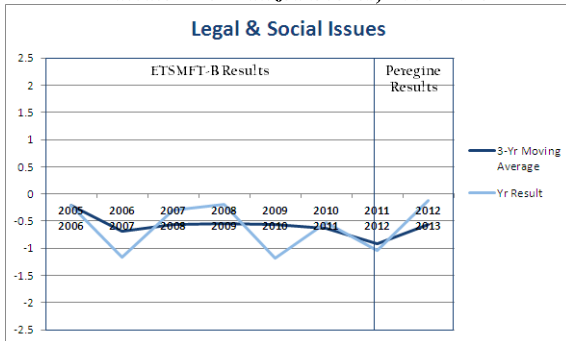
**Figure 4.1.5: Finance Indicator Normalized Scores, 2006-2013**



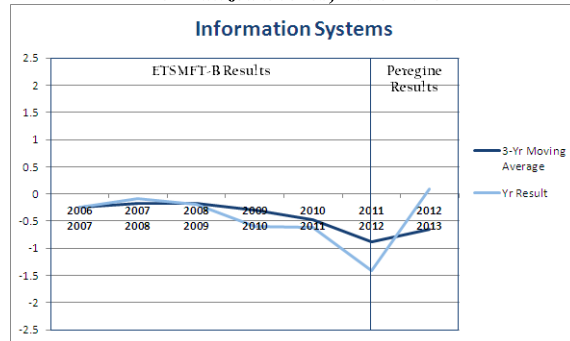
**Figure 4.1.6: Marketing Indicator Normalized Scores, 2006-2013**



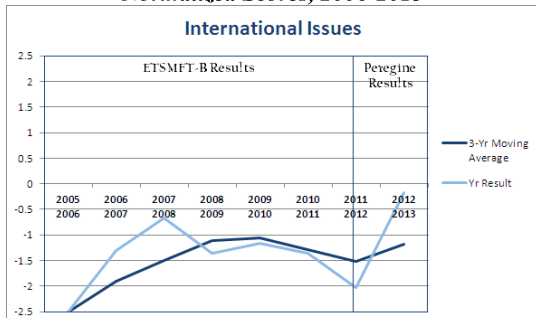
**Figure 4.1.7: Legal and Social Issues Indicator Normalized Scores, 2006-2013**



**Figure 4.1.8: Information Systems Indicator Normalized Scores, 2006-2013**



**Figure 4.1.9: International Issues Indicator Normalized Scores, 2006-2013**



**Figure 4.1.10: Average Normalized Score of Indicator Areas, Sorted High-to-Low, 2006-2013**

Indicator Area	Min	Max	Average
Quant. Analysis	-1.490	1.638	-0.136
Accounting	-0.910	0.097	-0.239
Management	-1.158	0.503	-0.397
Information Systems	-1.413	0.090	-0.439
Marketing	-1.750	0.047	-0.585
Legal & Social Issues	-1.175	-0.117	-0.589
Finance	-2.055	-0.010	-0.787
Economics	-1.380	0.159	-0.842
Intl. Issues	-2.505	-0.171	-1.318

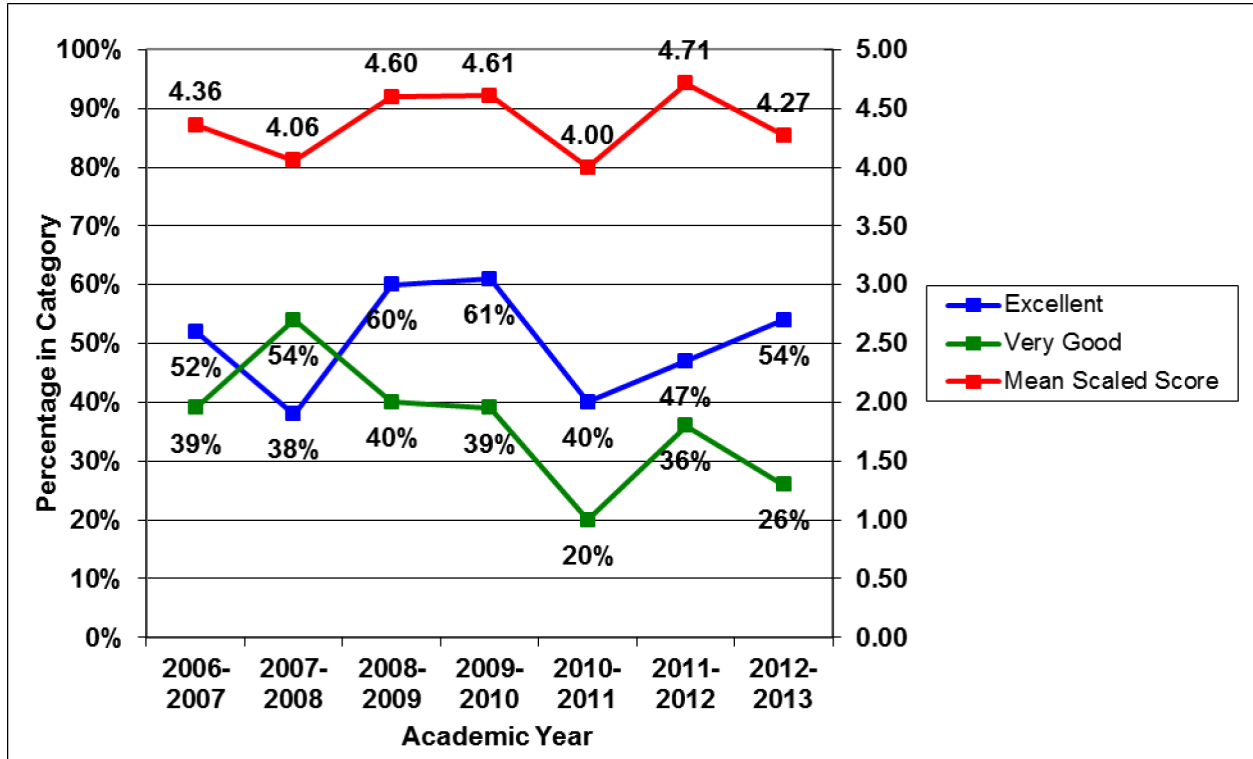
## Performance Measure 4.2: Emphasis on Real World Application in Curriculum

*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="462 642 873 1115"> <thead> <tr> <th data-bbox="462 642 602 846">Academic Year</th> <th data-bbox="602 642 695 846">(5) Excellent</th> <th data-bbox="695 642 787 846">(4) Very Good</th> <th data-bbox="787 642 873 846">Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="462 846 602 888">2006-2007</td> <td data-bbox="602 846 695 888">52%</td> <td data-bbox="695 846 787 888">39%</td> <td data-bbox="787 846 873 888">4.36</td> </tr> <tr> <td data-bbox="462 888 602 930">2007-2008</td> <td data-bbox="602 888 695 930">38%</td> <td data-bbox="695 888 787 930">54%</td> <td data-bbox="787 888 873 930">4.06</td> </tr> <tr> <td data-bbox="462 930 602 972">2008-2009</td> <td data-bbox="602 930 695 972">60%</td> <td data-bbox="695 930 787 972">40%</td> <td data-bbox="787 930 873 972">4.60</td> </tr> <tr> <td data-bbox="462 972 602 1014">2009-2010</td> <td data-bbox="602 972 695 1014">61%</td> <td data-bbox="695 972 787 1014">39%</td> <td data-bbox="787 972 873 1014">4.61</td> </tr> <tr> <td data-bbox="462 1014 602 1056">2010-2011</td> <td data-bbox="602 1014 695 1056">40%</td> <td data-bbox="695 1014 787 1056">20%</td> <td data-bbox="787 1014 873 1056">4.00</td> </tr> <tr> <td data-bbox="462 1056 602 1098">2011-2012</td> <td data-bbox="602 1056 695 1098">47%</td> <td data-bbox="695 1056 787 1098">36%</td> <td data-bbox="787 1056 873 1098">4.71</td> </tr> <tr> <td data-bbox="462 1098 602 1115">2012-2013</td> <td data-bbox="602 1098 695 1115">54%</td> <td data-bbox="695 1098 787 1115">26%</td> <td data-bbox="787 1098 873 1115">4.27</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	<p><b>Analysis:</b> Fewer than 75% of students have rated emphasis of real world applications as “excellent”.</p> <p><b>Ongoing Action:</b> Continue to review restructure of capstone course (<i>BU 497 Strategic Management</i>). Faculty are encouraged to incorporate real world application within courses in the curriculum.</p> <p><b>New Action:</b> Encourage continued use of real world application in the classroom throughout entire curriculum instead of just capstone.</p>	<p><b>Result:</b> Percentage rating emphasis of real world application rose dramatically during the 2011-2012 year, but dropped during the 2012-2013 year. Continue to monitor and introduce additional actions.</p>
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## Graphs and Results of Resulting Trends

**Figure 4.2.1: Percentage of Capstone Seniors Rating Emphasis of Real World Application in Curriculum, 2007-2013**



### 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%</p> <p><u>Senior-level</u>            2009-2010: 100%            2010-2011: 90%            2011-2012: 87%            2012-2013: 67%</p>	<p><b>Ongoing action:</b>            Removal of <i>BU 333 Organizational Communication</i> from business core. Replaced with emphasis of writing throughout curriculum, including greater use of case study analysis.</p> <p><b>New Action:</b> This year, the university’s General Education Curriculum Committee has adopted the AACU LEAP Value rubrics for General Education Assessment. The Written Communication Value Rubric will be utilized by the department for writing assessment for the first time this year.</p> <p><b>New 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 program met its writing assessment goal in the first two assessment cycles, however, it has not met the goal for the past two assessment cycles. This could have been a result of the introduction of a new writing assessment rubric in the 2011-2012 cycle. The AACU LEAP Value Written Communication Rubric will be utilized for writing assessment beginning with the 2013-2014 assessment cycle.</p>

## Graphs and Results of Resulting Trends

Figure 4.3.1: Percentage of Student Writing Samples Rated Satisfactory, 2009-2013

