

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 assess 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, and 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 * 2015-2016: 9 of 9 * 2016-2017: 9 of 9 * * Peregrine Testing</p>	<p>Analysis: For the past 5 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>Old Action: Include international issues questions on our newly developed <i>Capstone Assessment Instrument (MUW-CAI)</i>.</p> <p>Old Action: The department added International Business Seminar to the Management concentration and regular course rotation.</p> <p>Ongoing Action: Continue to monitor this data and inform faculty of trends and areas for improvement.</p>	<p>Result: 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 5 years. We will continue to monitor these results.</p>

Graphs and Results of Resulting Trends

Table 4.1.1: Indicator Means and Z Scores, 2006-2017

	2012_2013	2013_2014	2014_2015	2014_2015	2015_2016	2016_2017	2016_2017
Indicator Area	Mean	Mean	Mean	3-gr Avg	Z	Mean	3-gr Avg
Accounting	52.00	47.59	44.32	-0.14	-0.05	49.00	-0.19
Economics	49.70	45.13	41.13	-0.09	0.14	47.60	-0.08
Management	53.30	54.00	51.36	-0.05	0.03	53.20	-0.12
Quant. Analysis	48.00	47.23	44.30	0.34	0.12	45.90	0.05
Finance	44.70	50.28	35.46	-0.29	-0.14	38.80	-0.42
Marketing	26.30	43.23	42.96	0.05	-0.13	39.80	-0.07
Legal & Soc Iss.	54.70	58.46	46.82	-0.20	-0.32	46.30	-0.46
Info Systems	64.00	65.12	53.40	-0.08	-0.24	52.00	-0.37
Intl. Issues	52.03	54.22	42.27	-0.32	-0.30	44.20	-0.41

	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017	Avg Z
Indicator Area	Z	Z	Z	Z	Z	
Accounting	0.08	-0.16	-0.34	-0.05	-0.19	-0.13
	3-gr. Average		-0.14	-0.18	-0.19	
Economics	0.16	-0.10	-0.32	0.14	-0.07	-0.04
	3-gr. Average		-0.09	-0.09	-0.08	
Management	-0.03	0.01	-0.14	0.03	-0.25	-0.08
	3-gr. Average		-0.05	-0.03	-0.12	
Quant. Analysis	0.42	0.38	0.23	0.12	-0.20	0.19
	3-gr. Average		0.34	0.24	0.05	
Finance	-0.22	0.09	-0.74	-0.14	-0.38	-0.28
	3-gr. Average		-0.29	-0.26	-0.42	
Marketing	-0.58	0.37	0.35	-0.13	-0.43	-0.08
	3-gr. Average		-0.29	-0.26	-0.42	
Legal & Soc Iss.	-0.12	0.09	-0.56	-0.32	-0.51	-0.28
	3-gr. Average		-0.20	-0.26	-0.46	
Info Systems	0.09	0.15	-0.49	-0.24	-0.38	-0.17
	3-gr. Average		-0.08	-0.19	-0.37	
Intl. Issues	-0.17	-0.05	-0.73	-0.30	-0.19	-0.29
	3-gr. Average		-0.32	-0.36	-0.41	

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

Figure 4.1.1: Accounting Indicator Normalized Scores, 2012-2017

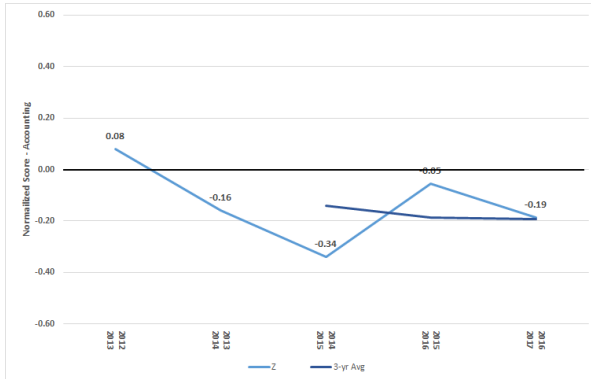


Figure 4.1.2: Economics Indicator Normalized Scores, 2012-2017

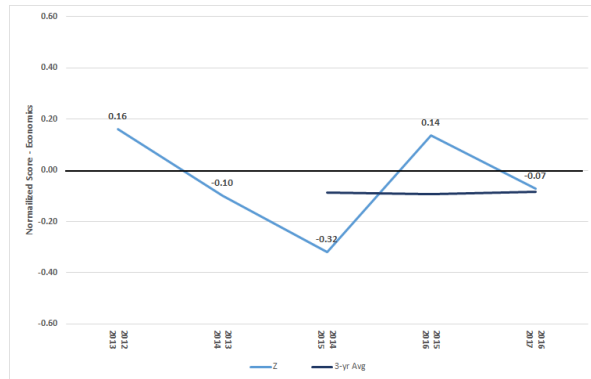


Figure 4.1.3: Management Indicator Normalized Scores, 2012-2017

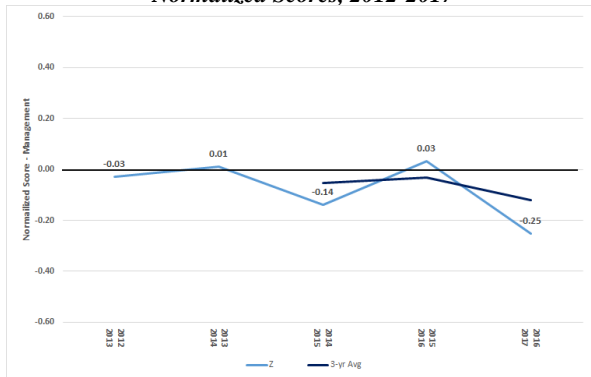


Figure 4.1.4: Quantitative Analysis Indicator Normalized Scores, 2012-2017

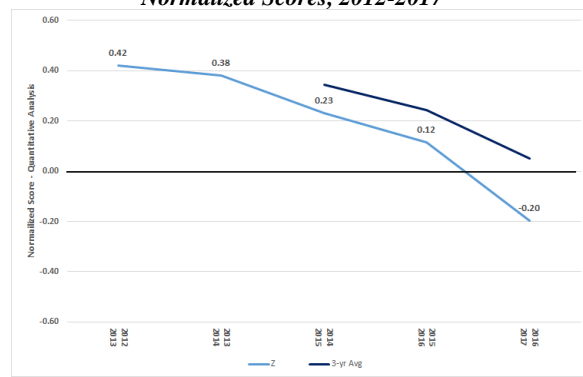


Figure 4.1.5: Finance Indicator Normalized Scores, 2012-2017

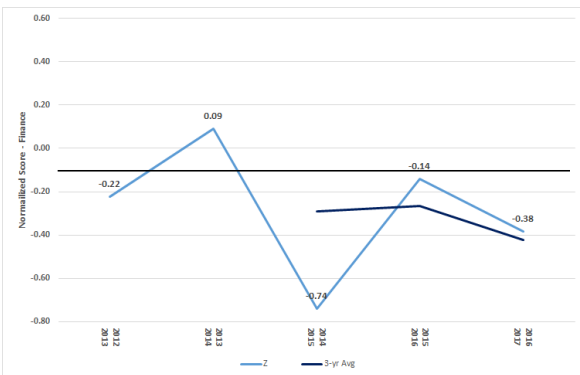


Figure 4.1.6: Marketing Indicator Normalized Scores, 2012-2017

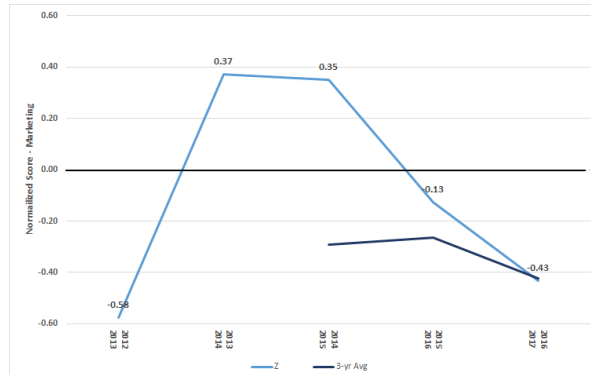


Figure 4.1.7: Legal and Social Issues Indicator Normalized Scores, 2012-2017

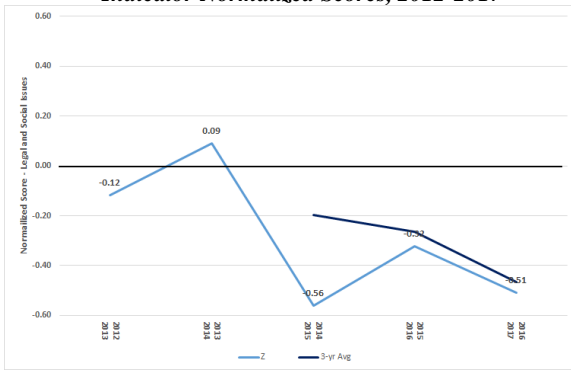


Figure 4.1.8: Information Systems Indicator Normalized Scores, 2012-2017

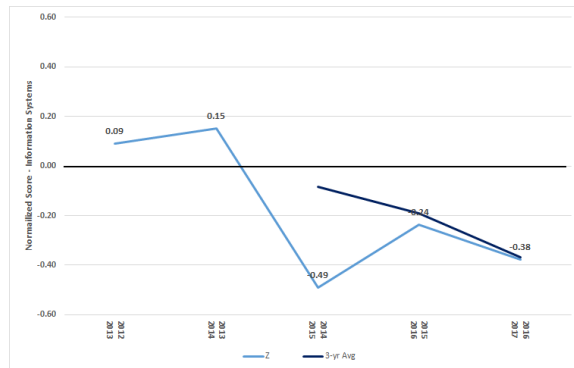
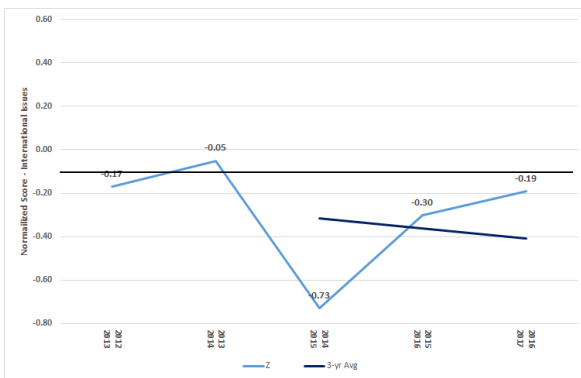


Figure 4.1.9: International Issues Indicator Normalized Scores, 2012-2017



Performance Measure 4.2: Emphasis on Real World Application in Curriculum

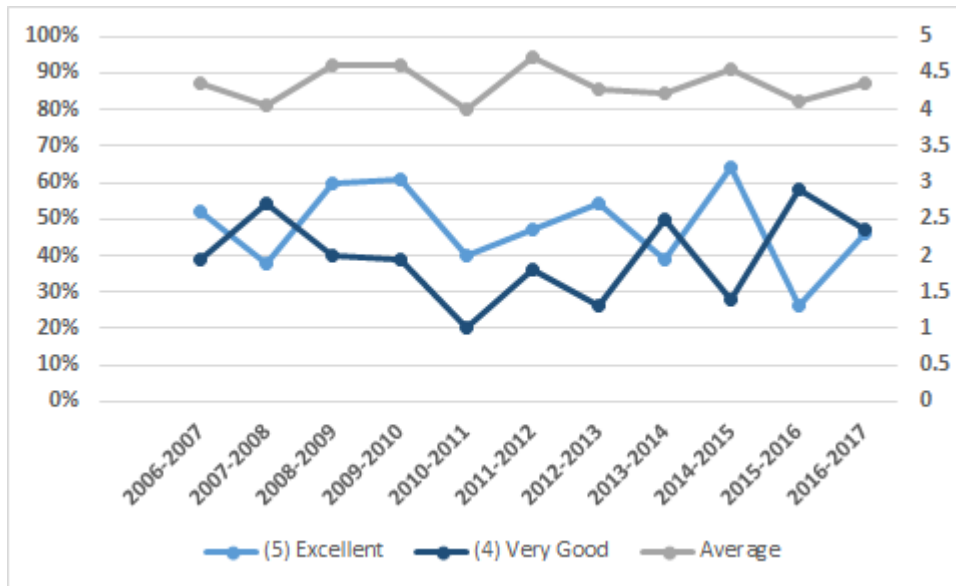
Students will rate the emphasis of “real world” applications in the curriculum as excellent on the capstone / commencement survey.

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" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Academic Year</th> <th>(5) Excellent</th> <th>(4) Very Good</th> <th>Excellent & Very Good</th> <th>Average</th> </tr> </thead> <tbody> <tr><td>2006-2007</td><td>52%</td><td>39%</td><td>91%</td><td>4.36</td></tr> <tr><td>2007-2008</td><td>38%</td><td>54%</td><td>92%</td><td>4.06</td></tr> <tr><td>2008-2009</td><td>60%</td><td>40%</td><td>100%</td><td>4.60</td></tr> <tr><td>2009-2010</td><td>61%</td><td>39%</td><td>100%</td><td>4.61</td></tr> <tr><td>2010-2011</td><td>40%</td><td>20%</td><td>60%</td><td>4.00</td></tr> <tr><td>2011-2012</td><td>47%</td><td>36%</td><td>83%</td><td>4.71</td></tr> <tr><td>2012-2013</td><td>54%</td><td>26%</td><td>80%</td><td>4.27</td></tr> <tr><td>2013-2014</td><td>39%</td><td>50%</td><td>89%</td><td>4.22</td></tr> <tr><td>2014-2015</td><td>64%</td><td>28%</td><td>92%</td><td>4.56</td></tr> <tr><td>2015-2016</td><td>26%</td><td>58%</td><td>84%</td><td>4.11</td></tr> <tr><td>2016-2017</td><td>46%</td><td>47%</td><td>93%</td><td>4.36</td></tr> <tr><td>Average</td><td>48%</td><td>40%</td><td>88%</td><td>4.35</td></tr> </tbody> </table>	Academic Year	(5) Excellent	(4) Very Good	Excellent & Very Good	Average	2006-2007	52%	39%	91%	4.36	2007-2008	38%	54%	92%	4.06	2008-2009	60%	40%	100%	4.60	2009-2010	61%	39%	100%	4.61	2010-2011	40%	20%	60%	4.00	2011-2012	47%	36%	83%	4.71	2012-2013	54%	26%	80%	4.27	2013-2014	39%	50%	89%	4.22	2014-2015	64%	28%	92%	4.56	2015-2016	26%	58%	84%	4.11	2016-2017	46%	47%	93%	4.36	Average	48%	40%	88%	4.35	<p>Analysis: 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 2016-2017 reporting year, 93% of the students rated use of “real world” applications in the curriculum as either “Excellent” or “Very Good.” The average of students who rate as either “Excellent” or “Very Good” since 2006 is 88%.</p> <p>Ongoing Action: Encourage continued use of real world application in the classroom throughout entire curriculum instead of just capstone.</p> <p>Ongoing Action: In addition to incorporation of</p>	<p>Result: Percentage rating emphasis of “real world” application continues to be positive. Continue to monitor and introduce additional actions.</p>
Academic Year	(5) Excellent	(4) Very Good	Excellent & Very Good	Average																																																																
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real world application in the classroom, we also have a Phi Beta Lambda 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, 2007-2017



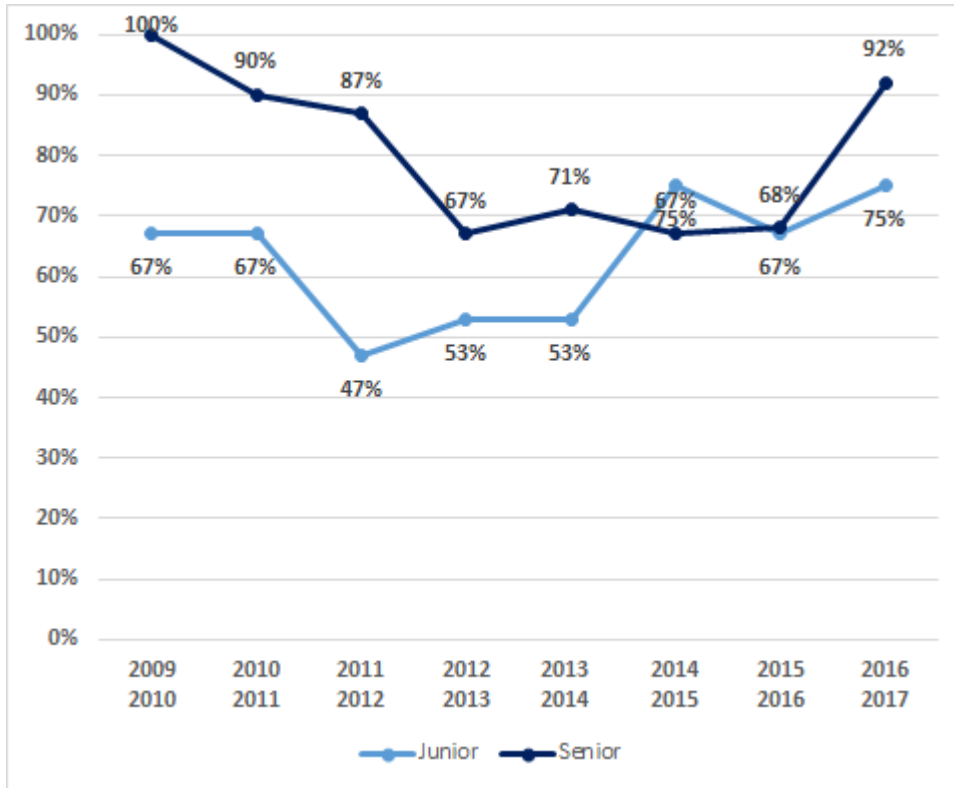
Performance Measure 4.3: Junior and Senior Level Writing Samples

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></p> <p>2009-2010: 67% 2010-2011: 67% 2011-2012: 47% 2012-2013: 53% 2013-2014: 53% 2014-2015: 75% 2015-2016: 67% 2016-2017: 75%</p> <p><u>Senior-level</u></p> <p>2009-2010: 100% 2010-2011: 90% 2011-2012: 87% 2012-2013: 67% 2013-2014: 71% 2014-2015: 67% 2015-2016: 68% 2016-2017: 92%</p>	<p>New action: With the beginning of Fall 2018 term, MGT 333 <i>Organizational Communication</i> will return to the business core.</p> <p>Ongoing Action: 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>Ongoing Action: 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>Result: 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 the past 3 years, the senior level students have not met the goal for the past 2 of 3 years. As a result, MGT 333 <i>Organizational Communication</i> will be required as part of the business core for all business majors beginning with the Fall 2018 term.</p>

Graphs and Results of Resulting Trends

Figure 4.3.1: Percentage of Student Writing Samples Rated Satisfactory, 2009-2017



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.

Student Learning Results: Bachelor of Science in Accounting	
<p>1. Student Learning Results</p> <p>Learning Objectives:</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>

Objective	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made
Objective A	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 5 years.	The target was missed for the last five reporting years. The department has reduced the reliance on adjuncts in accounting.	While this target has not been met, scores did increase for this area for the 2016-2017 academic year. We will continue to monitor to see if this upward trend continues.
Objective 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 of 5 years.	The target was missed for the last four of five reporting years. The department has reduced the reliance on adjuncts in accounting.	This target was met for the 2016-2017 academic year. We will continue to monitor to see if this upward trend continues.
Objective C	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 5 years.	The target was missed for the last five reporting years. The department has reduced the reliance on adjuncts in accounting beginning with the current academic year.	While this target has not been met, scores did increase for this area for the 2016-2017 academic year. We will continue to monitor to see if this upward trend continues.
Objective D	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 three of the past 5 years.	The target was missed for three of the five reporting years. While this target was achieved in 2015-2016 it fell again in 2016-2017.	This target has been met two of the five reporting years. However this target fell sharply in AY 2016-2017. We will continue monitoring to see if this downward trend continues.

<p>Objective E</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 3 of the past 5 years.</p>	<p>The target was missed for three of the five reporting years. The target was met for the 2016-2017 year.</p>	<p>The results fell below the target for three of the reporting years. However, the target was met in the most recent reporting year, 2016-2017. We will continue monitoring to see if this upward 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 assess 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
Objective A	<p>The average score on questions specific for EC 201 and EC 202 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for EC 201 and EC 202 specific questions fell below 70% for the past 4 of 5 years.</p>	<p>Results were below target for the past four of five years.</p>	<p>This course was redesigned to include the addition of supplemental materials that are more current than what is available in current Economic textbooks. While the target was met in 2015-2016 it was not met in 2016-2017. We will continue to monitor to see if this downward trend continues.</p>
Objective B	<p>The average score on questions specific for ACC 211 and ACC 212 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 211 and ACC 212 specific questions fell below 70% for the past 5 years.</p>	<p>The target was missed for the last five reporting years. The department has reduced the reliance on adjuncts in accounting.</p>	<p>While the numbers have increased, they are still below target. We will continue to monitor to see if the trend continues.</p>
Objective C	<p>The average score on questions specific for FIN 355 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for FIN 355 specific questions fell below 70% for the past 5 years.</p>	<p>Results were below target for the past five years.</p>	<p>This course has been redesigned to include the addition of instructional videos to assist student understanding of key concepts. While the numbers have increased, they are still below target. We will continue to monitor to see if the trend continues.</p>

Objective D	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 of 5 years.	While results were below target for past three of five years, the target has been met the past two years.	No action taken, but will continue to monitor to see if this upward trend continues.
Objective E	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 were above 70% for the past 5 years.	Results were above target for the past five years.	No action taken.
Objective F	The average score on questions specific for MGT 381 on the capstone exit exam will be above 70%. Internal Summative Direct	Average scores on the capstone exit exam for MGT 381 were above 70% for the past 5 years.	Results were above target for the past five years.	No action taken.
Objective G	The average score on questions specific for PLG 241 on the capstone exit exam will be above 70%. Internal Summative Direct	Average scores on the capstone exit exam for PLG 241 specific questions fell below 70% for the past 5 years.	Results were below target for past five years.	While the target was not met, it had increased beginning with 2015-2016. We will continue to monitor to see if the trend continues.

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, and 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
Objective A	<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 5 years.</p>	<p>Results were below target for past five 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.</p>	<p>No action taken.</p>
Objective 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 3 of the past 5 years.</p>	<p>Results were above target for three of the past five 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>
Objective C	<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 were 70% for 4 of the past 5 years.</p>	<p>Results were above target for four of the past five years.</p>	<p>No action taken.</p>
Objective D	<p>The average score on questions specific for MGT 385 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 385 specific questions fell below 70% for the past 5 years.</p>	<p>Results were below target for past five years.</p> <p>While the numbers increased in 2014-2015 and just missed the 70% target, they decreased again in 2015-2016 and 2016-2017.</p>	<p>We will continue to monitor to see if this downward trend continues.</p>

Objective E	<p>The average score on questions specific for MGT 497 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 497 specific questions were above 70% for 4 of the past 5 years.</p>	<p>Results were above target for four of the past five years and only missed target by 2% in 2014-2015.</p>	<p>No action taken.</p>
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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
Objective A	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 5 years.	Results were above target for the past five years.	No action taken.
Objective 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 4 of 5 years.	Results were above target for the past four of five years.	While the target was not met for the 2016-2017 year, it has been met the past 4 of 5 years. We will continue to monitor to see if this downward trend continues.
Objective C	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 4 of 5 years.	Results were above target for the past four of five years.	While the target was not met for the 2016-2017 year, it has been met the past 4 of 5 years. We will continue to monitor to see if this downward trend continues.
Objective D	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 5 years.	This target was missed for four of the past five years.	While the results fell below the target for four of the past five reporting years, the scores did increase for the 2016-2017 year. We will continue monitoring to see if this upward trend continues.
Objective E	The average score on questions specific for MKT 375 on the capstone	Average scores on the capstone exit exam for MKT 375 specific	The target was missed for three of the five reporting years.	The target was met in 2015-2016 but fell in 2016-2017. We will

	<p>exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>questions were above 70% for 2 of the past 5 years.</p>		<p>continue monitoring to see if this downward trend continues.</p>
Objective F	<p>The average score on questions specific for MKT 490 on the capstone exit exam will be above 70%.</p> <p>Internal Summative Direct</p>	<p>Average scores on the capstone exit exam for MKT 490 specific questions were above 70% for the past 4 of 5 years.</p>	<p>Results were above target for the past four of five years.</p>	<p>While the target was not met for the 2016-2017 year, it has been met the past 4 of 5 years. We will continue to monitor to see if this downward trend continues.</p>

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 create 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.

Objective	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made
Objective A	<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 4 of the past 5 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 four years in which data was collected.</p>	<p>No action taken.</p>
Objective 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 3 of the past 4 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 three of the four years in which data was collected.</p>	<p>While the target was missed in 2015-2016, it was met again in 2016-2017. We will continue to monitor to see if this trend continues.</p>
Objective C	<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 4 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 four years in which data was collected.</p>	<p>No action taken.</p>

<p>Objective D</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 3 of the past 4 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 three of the four years in which data was collected.</p>	<p>While the target was missed in 2014-2015, it was met in 2015-2016 and 2016-2017. We will continue to monitor to see if this trend continues.</p>
<p>Objective E</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 3 of the past 4 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 three of the four years in which data was collected.</p>	<p>While the target was not met in 2016-2017, it was met in the previous three years in which data was collected. We will continue to monitor to see if this downward trend continues.</p>

Graphs and Results of Resulting Trends

Table 4.4.1: Accounting SLO Performance Results, AY 2013-2017

Accounting						
Objective	Exam	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A	ACC_FIN	44%	53%	42%	40%	50%
B	ACC 412	64%	53%	60%	48%	75%
C	ACC 211_212	62%	61%	68%	54%	68%
D	ACC 312	64%	73%	68%	79%	48%
E	ACC 315	56%	71%	64%	67%	73%

Figure 4.4.1: Accounting SLO Performance Results, AY 2013-2017

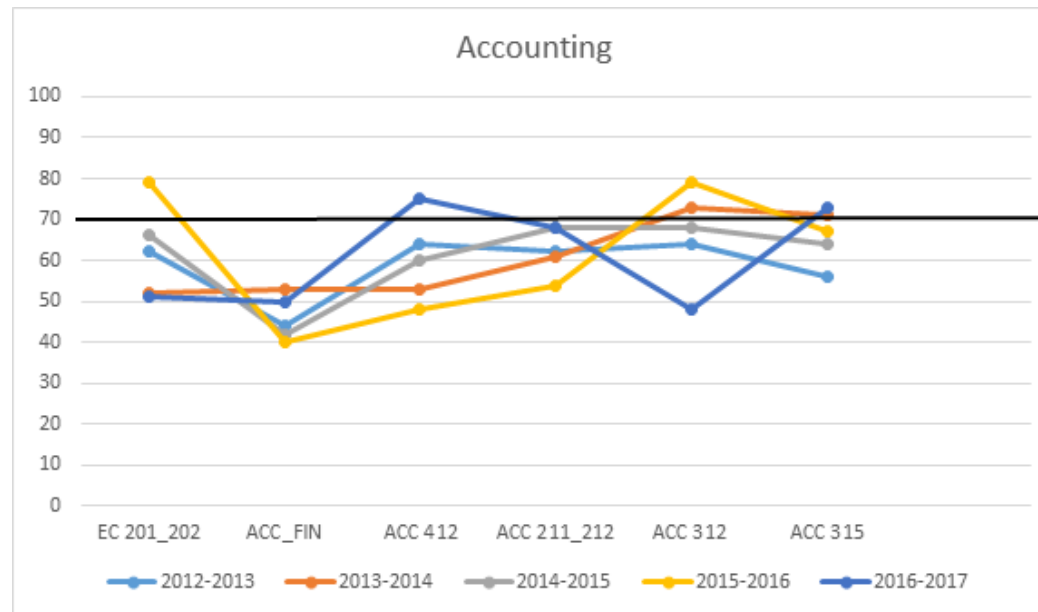


Table 4.4.2: General Business SLO Performance Results, AY 2013-2017

General Business						
Objective	Exam	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A	EC 201_202	62%	52%	66%	79%	51%
B	ACC 211_212	59%	50%	62%	68%	62%
C	FIN 355	42%	26%	48%	51%	56%
D	MGT 385	69%	66%	68%	100%	76%
E	MKT 361	80%	78%	82%	96%	84%
F	MGT 381	87%	76%	80%	88%	80%
G	PLG 241	63%	36%	41%	53%	53%

Figure 4.4.2: General Business SLO Performance Results, AY 2013-2017

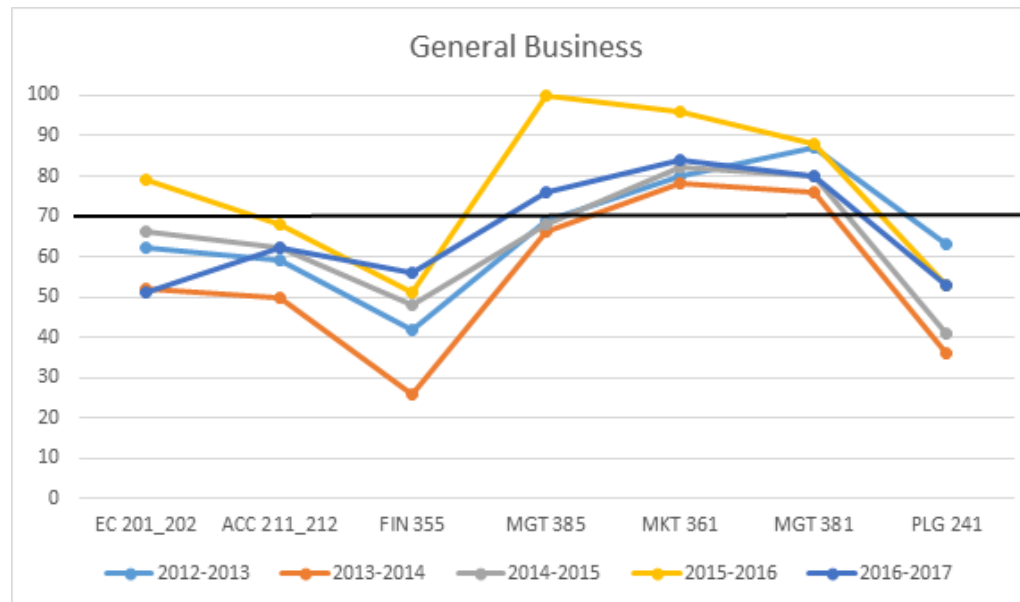


Table 4.4.3: Management SLO Performance Results, AY 2013-2017

Management						
Objective	Exam	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A	BQA 345	54%	50%	50%	60%	61%
B	MGT 381	80%	70%	65%	77%	68%
C	MGT 382	63%	90%	77%	88%	74%
D	MGT 385	44%	50%	68%	64%	54%
E	MGT 497	83%	80%	68%	86%	77%

Figure 4.4.3: Management SLO Performance Results, AY 2013-2017

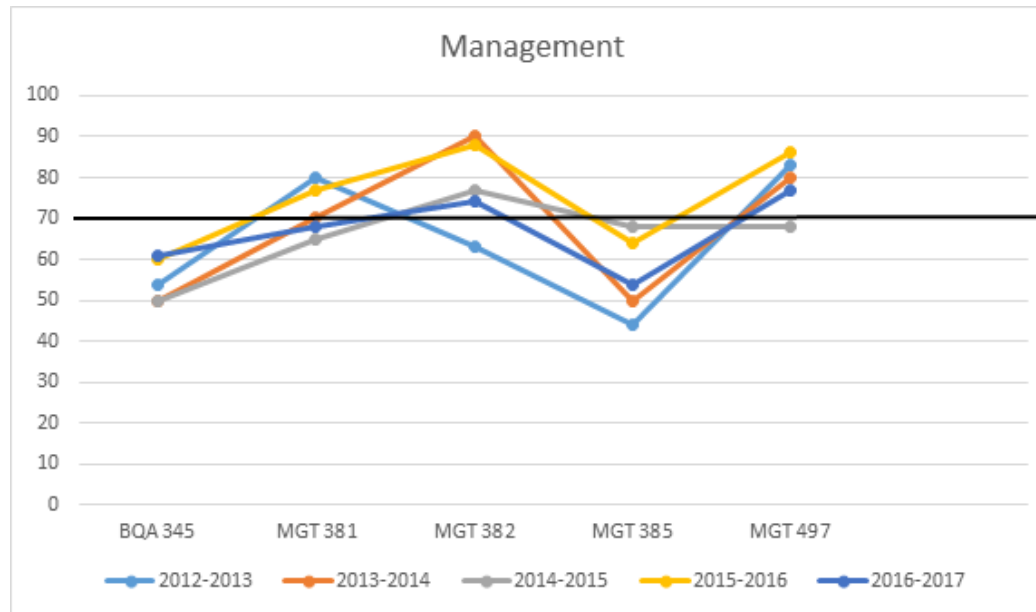


Table 4.4.4: Marketing SLO Performance Results, AY 2013-2017

Marketing						
Objective	Exam	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A	MKT 361	93%	90%	94%	100%	94%
B	MKT 363	80%	100%	77%	86%	52%
C	MKT 365	87%	80%	77%	88%	52%
D	MKT 370	67%	60%	71%	36%	56%
E	MKT 375	47%	70%	66%	75%	56%
F	MKT 490	87%	100%	100%	86%	44%

Figure 4.4.4: Marketing SLO Performance Results, AY 2013-2017

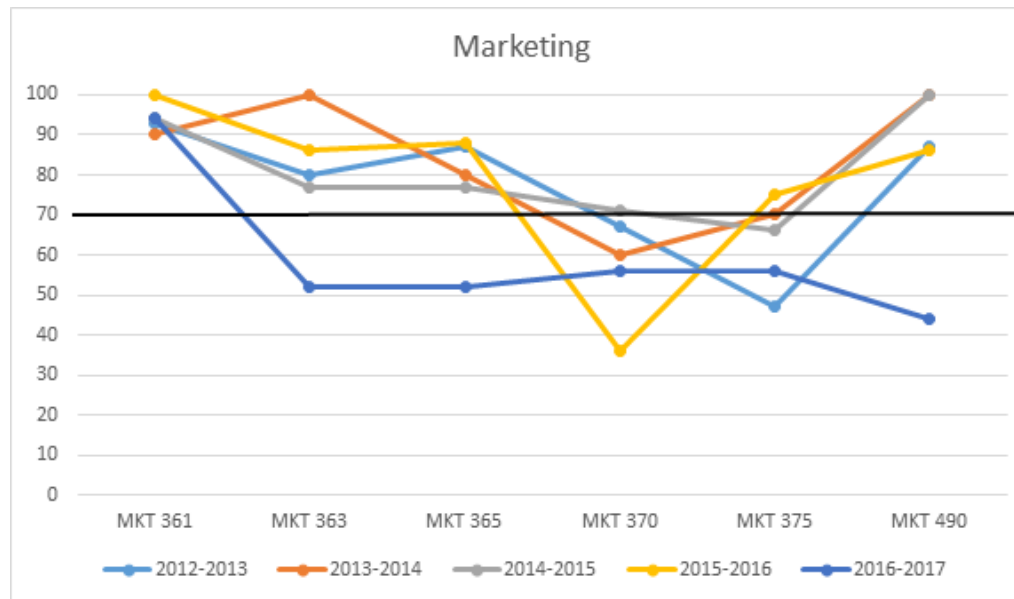


Table 4.4.5: Management Information Systems SLO Performance Results, AY 2013-2017

Management Information Systems						
Objective	Exam	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A	MIS_Prog	92%	No Data	76%	75%	80%
B	MIS 322	80%	No Data	72%	58%	87%
C	MIS 396	88%	No Data	84%	100%	90%
D	MIS 470	80%	No Data	68%	88%	87%
E	MIS 482	72%	No Data	80%	75%	57%

Figure 4.4.5: Management Information Systems SLO Performance Results, AY 2013-2017

