



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

**Standard 4: Measurement and Analysis of Student Learning and Performance**  
**Performance Measure 4.1: Student Performance on ETS MFT-B Indicators**

*Capstone students will complete the ETS MFT-B 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)</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</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>Ongoing 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>New Action:</b> Include international issues questions on our newly developed <i>Capstone Assessment Instrument (MUW-CAI)</i>.</p> <p><b>New 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>Result:</b> Results of this action are inconclusive due to time frame, but early indications are that more needs to be done. International issues scores have continued downward trend. New actions, in addition to the consideration of adding an international studies course to the business core, will be developed.</p>

## Graphs and Results of Resulting Trends

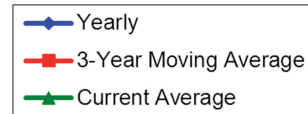
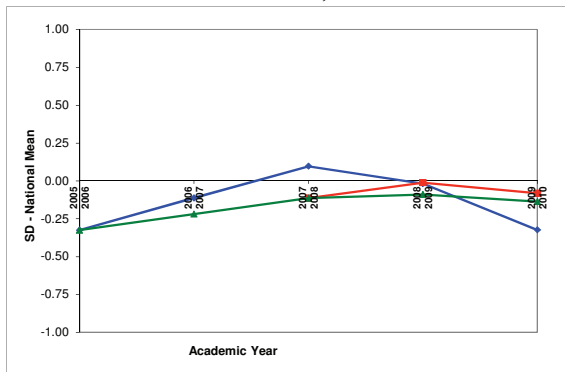
**Table 4.1.1: ETS MFT-B Indicator Means and Standard Deviations, 2006-2010**

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 & Social Issues	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>
Information 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>

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

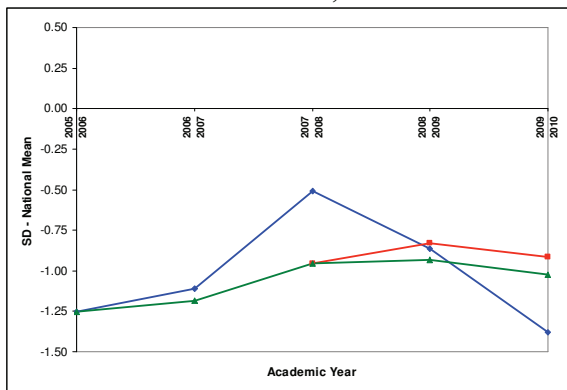
\*\* *ETS Indicator Results presented on one year delay.*

**Figure 4.1.1: Accounting Indicator Normalized Scores, 2006-2010**

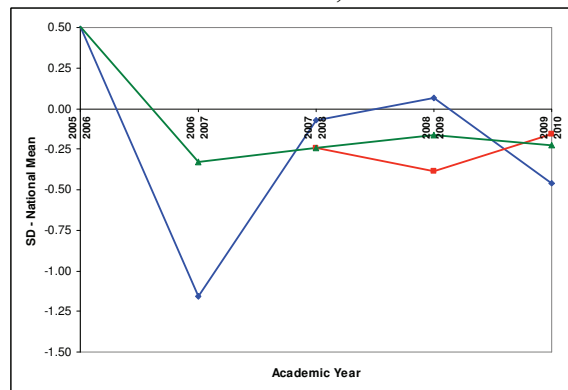


*Legend used for all of the figures to follow.*

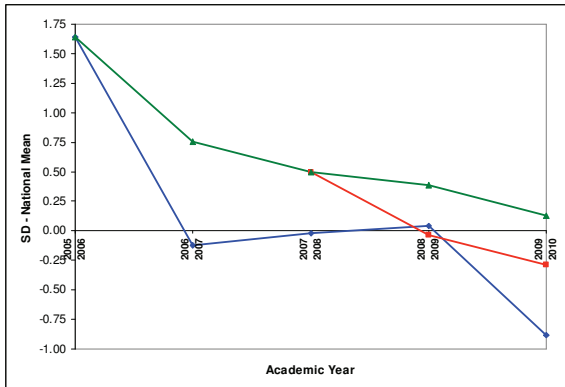
**Figure 4.1.2: Economics Indicator Normalized Scores, 2006-2010**



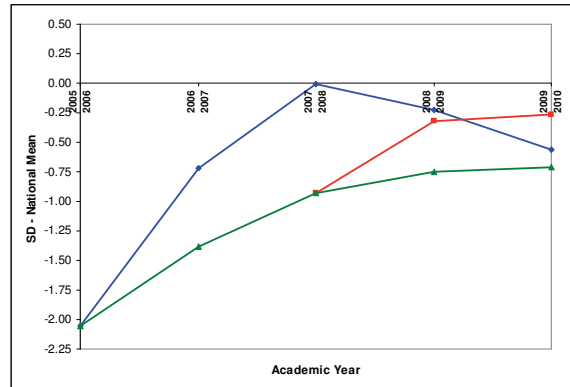
**Figure 4.1.3: Management Indicator Normalized Scores, 2006-2010**



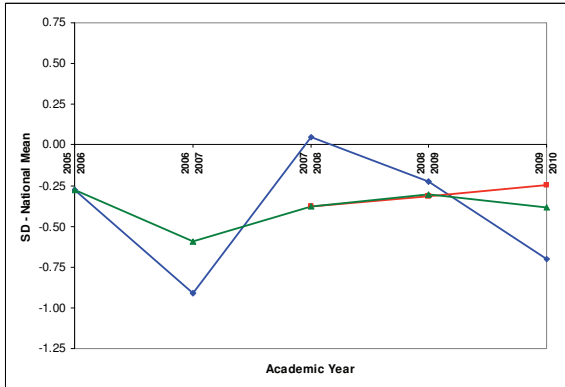
**Figure 4.1.4: Quantitative Analysis Indicator Normalized Scores, 2006-2010**



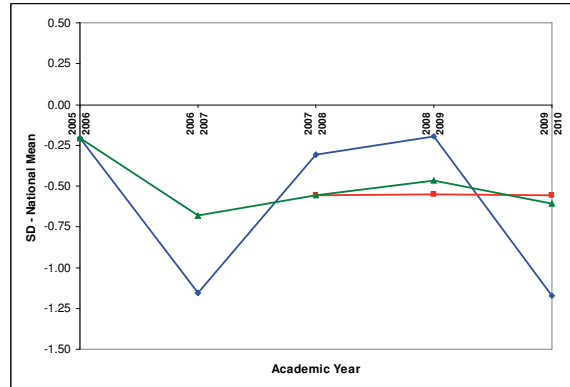
**Figure 4.1.5: Finance Indicator Normalized Scores, 2006-2010**



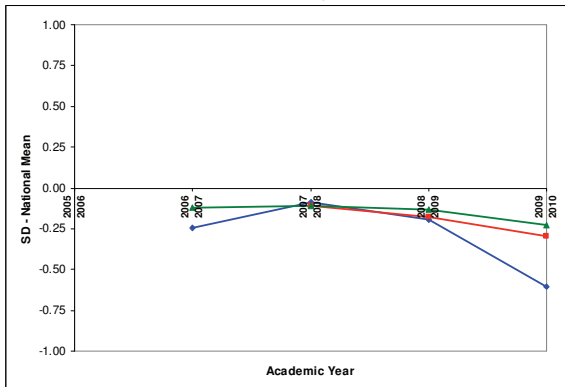
**Figure 4.1.6: Marketing Indicator Normalized Scores, 2006-2010**



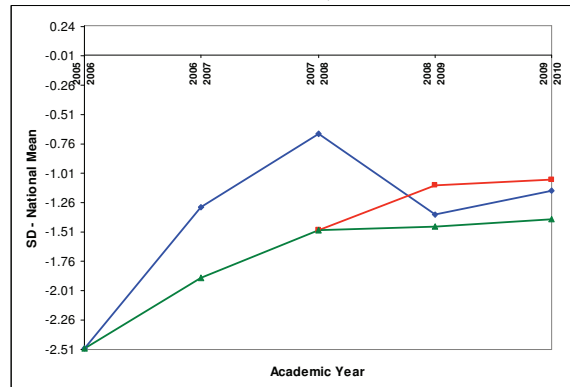
**Figure 4.1.7: Legal and Social Issues Indicator Normalized Scores, 2006-2010**



**Figure 4.1.8: Information Systems Indicator Normalized Scores, 2006-2010**



**Figure 4.1.9: International Issues Indicator Normalized Scores, 2006-2010**



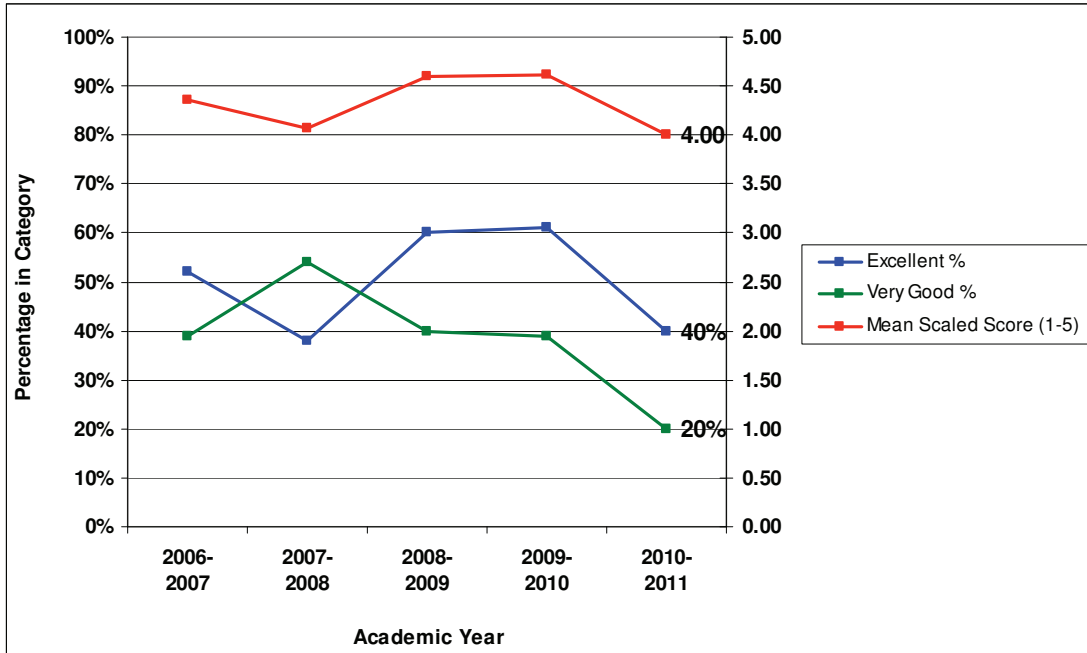
**Standard 4: Measurement and Analysis of Student Learning and Performance  
Performance Measure 4.2: Emphasis of Real World Application in Curriculum**

*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="493 709 824 982"> <thead> <tr> <th>Academic Year</th> <th>(5) Excellent</th> <th>(4) Very Good</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>52%</td> <td>39%</td> <td>4.36</td> </tr> <tr> <td>2007-2008</td> <td>38%</td> <td>54%</td> <td>4.06</td> </tr> <tr> <td>2008-2009</td> <td>60%</td> <td>40%</td> <td>4.60</td> </tr> <tr> <td>2009-2010</td> <td>61%</td> <td>39%</td> <td>4.61</td> </tr> <tr> <td>2010-2011</td> <td>40%</td> <td>20%</td> <td>4.00</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	<p><b>Analysis:</b> Fewer than 75% of students have rated emphasis of real world applications as “excellent”.</p> <p><b>Ongoing Action:</b> Restructuring of capstone course (<i>BU 497 Strategic Management</i>). Introduced business plan, case study, and two new textbooks: <i>On Competition</i> and <i>The Texture of Industry</i> for 2009-2010 academic year.</p> <p><b>New Action:</b> Evaluate areas in which faculty are introducing real world application. Administer survey to faculty examining teaching methodologies, technologies utilized, and direct application of research to classroom. 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 remained flat over first year of implementation, but dropped during second year. Continue to monitor and introduce additional actions.</p>
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																								

## Graphs and Results of Resulting Trends

**Figure 4.2.1: Percentage of Capstone Seniors Rating Emphasis of Real World Application in Curriculum, 2007-2011**



**Table 4.2.1: Results of Faculty Survey Examining Emphasis of Real World Application**

- 73% of faculty reported to be active researchers, with 64% reporting to have performed research with a direct classroom application.
- 89% of faculty reported to utilize class projects with direct real world applications, including 73% who reported to utilize case study analysis.
- 100% of faculty reported to include advanced instructional technology in the classroom.

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

<b>Description of Measurement Instrument</b>	<b>Areas of Success</b>	<b>Analysis and Action Taken</b>	<b>Results of Action Taken</b>
<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%</p> <p><u>Senior-level</u>            2009-2010: 100%            2010-2011: 90%</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> Since the program has met its writing assessment goal in prior two assessment cycles, it will look at “stretching” this goal. Sustain the current goal for the upcoming year to ensure consistency. However, if program continues to meet this goal in upcoming year, implement a stretch goal in following year.</p> <p><b>New Action:</b> The writing assessment will be refined to more precisely measure the quality of student’s written communication. Instead of simply assigning a score measuring the overall quality of the written work, a more robust rubric instrument</p> <p align="right">&lt;&lt; more &gt;&gt;</p>	<p><b>Result:</b> The program has met its goal for both juniors and seniors during the previous two academic years. Also, there appears to be an improvement quality of writing from junior to senior years.</p>

will be developed that measures writing competencies key to business graduates (e.g. critical thinking, application, conciseness).

### Graphs and Results of Resulting Trends

*Figure 4.3.1: Percentage of Student Writing Samples Rated Satisfactory, 2009-2011*

