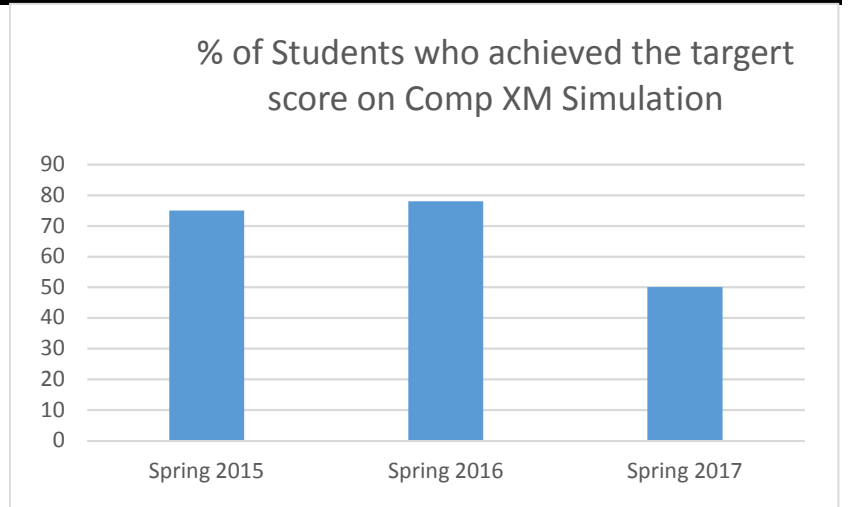


# Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<b>1. Student Learning Results</b>	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

		Analysis of Results		
<p>BBA : Each student will demonstrate functional knowledge of their major specialty, an appreciation for the interrelation of the business areas, and broad-based current business knowledge. 70% of students will meet or exceed the standard of scoring 50% or more on this exam.</p>	<p>Comp-XM® business simulation based final exam in MGT 323. Direct, External</p>	<p>A goal of 70% of students meeting or exceeding the standard of scoring 50% or more on the exam. This goal was met in 2015 and 2016, but the goal was not met in 2017</p>	<p>In order to perform well on this simulation, students need to have a better understanding of how strategy can be used to make business decisions</p>	<p>A new required strategy course has been added to the curriculum and students will now complete the simulation in the strategy course.</p>



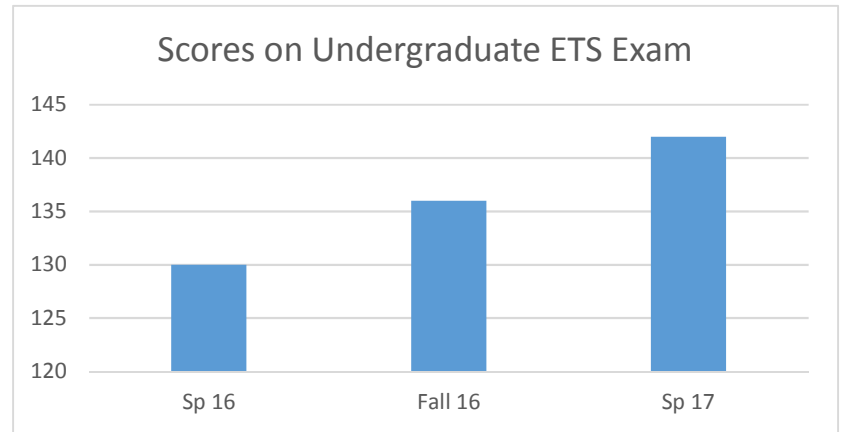
**BBA: Each student will demonstrate functional knowledge of their major specialty, an appreciation for the interrelation of the business areas, and broad-based current business knowledge. Goal is that 65% of students will meet the performance standard of 60% or above on the exam**

**ETS® Major Field Test for the Bachelor's Degree in Business. Direct, external**

**The goal is that 65% of students will meet or exceed standards (score above 60% on the exam). Goal has been met consistently, and scores have improved over time.**

**Decision was made to increase the goal in future years. In addition, the combination of meeting the goal for the ETS but not meeting the goal with the Comp XM simulation suggests that students are effectively demonstrating functional knowledge of business but are not effectively integrating these concepts in a strategic environment.**

**Introduction of a required strategy course for BBA majors. Course became a requirement for Fall 17. More intentional emphasis is placed on strategy and helping students understand how their knowledge of the functional areas of business translates to the practice of business.**



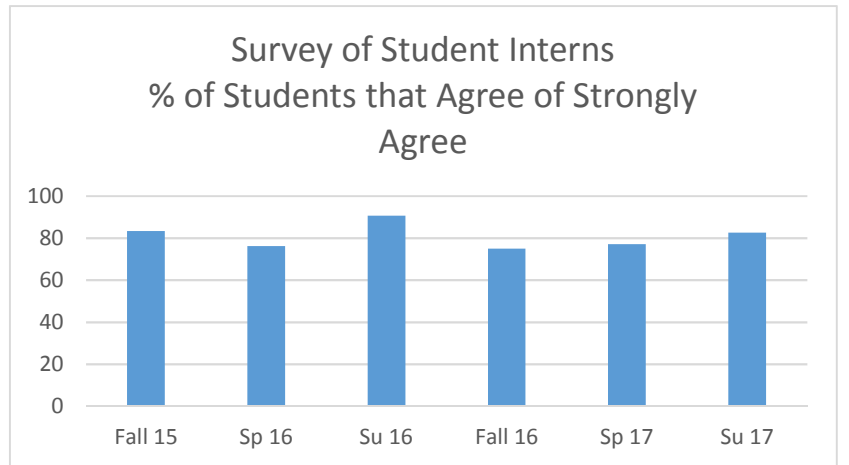
**BBA: Extent to which student interns agree of strongly agree that that have an understanding of the basics of the profession. The goal is for 90% of students to agree or strongly agree.**

**Survey of student interns. (indirect, internal)**

**The goal is for 90% of students to agree or strongly agree that they have a comprehensive understanding of the basics of the profession. While we have seen improvement in the scores over the last three semesters, this goal has not been met since Summer 2016.**

**Student interns are not consistently seeing the clear link between their education and their responsibilities during their internships.**

**We will ask course instructors and the Internship Director to be more intentional about making links between course materials and responsibilities during an internship.**



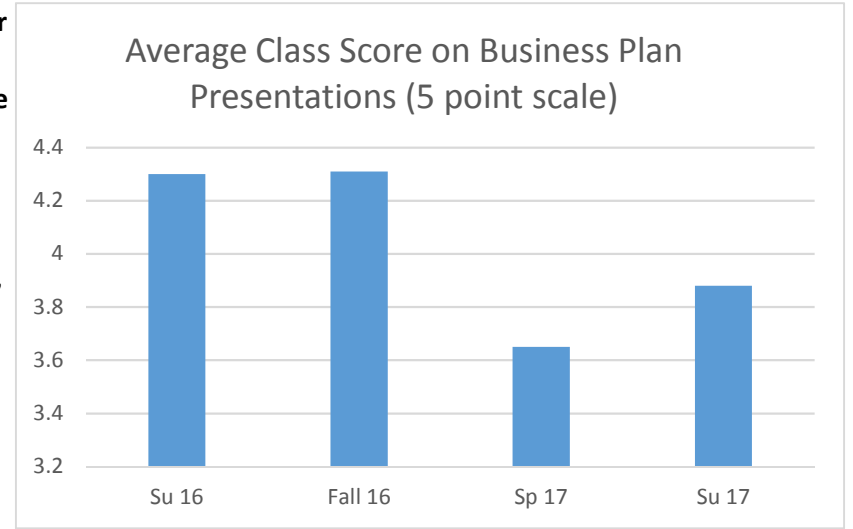
**MBA: Devise viable strategies to solve complex business problems. 90% of teams assessed at level of workable or well-formulated business plan (min score of 3 out of 5) and 50% at wellformulated and viable business plan (score of 4 or above)**

**Panel of faculty and business representatives assess team business plan presentation in capstone course. A scale of 1 to 5 is used and an average score is calculated for each team. These average scores are used to determine if teams meet the performance standard. (Direct, internal)**

**The goal of 90% of teams achieving a minimum score of 4 out of 5, and 50% of teams receiving an minimum score of 4 out of 5 was met in each semester.**

**While the goal was met in each semester, the average class scores were lower in spring 2017 and summer 2017 than in previous semseters. Further dicussions are necessary to determine why these scores have dropped.**

**We will revisit the goal for the team business plan presentations to make the goal more challenging. Faculty will also work to identify the reasons for the lower scores on the presentations in spring 17 and summer 17.**



**MS in Leadership and Management: 85% of students will agree or strongly agree that thie degree has prepared them to identify, analyze and resolve ethical problems encountered in organizations**

**Alumni Survey (Indirect, internal)**

**Goal is met in two of the three years: 100 % of students agree or strongly agree that their education has prepared them to determine the most ethically apprioriate response to a situation, and to understand the major ethical dilemmas in their field in 2014 and 2016.**

**Though the goal was met in two of the last three years, the goal is not maintained in each year. This is an important issue to address and understand.**

**The program faculty are engaged in discussions about where ethical issues are addressed in each class in the program. Faculty are working to ensure that ethical issues are addressed in courses throughout the program.**

