

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>	<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                      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>																						
Performance Measure	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																						
BA in Business Administration Students will score no more than 10 points below the national average in all categories.	Peregrine CPC Exam - Outbound Direct, Summative, External, Comparative data from results of all ACBSP programs reviewed.	For the Business Ethics CPC, BU AD outgoing students scored 39.14% (more than 14 points below the national average) prompting us to review our approach to teaching ethics.	While we had an Ethical Leadership course in the curriculum, it was not aligned well to the CPC standards.	Assignment of a new Professor hired in 2016 allowed us to enhance the instruction of ethics in this course, yielding a significant gain in achievement of outcomes (within 1 point in 2016 and within 10 points in 2017). Continued attention to this CPC will be needed to maintain this goal.	<p><b>Longitudinal Comparison: Business Ethics</b></p> <table border="1"> <caption>Longitudinal Comparison: Business Ethics</caption> <thead> <tr> <th>Year</th> <th>Inbound Exam (%)</th> <th>Outbound Exam (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 15</td> <td>38.91%</td> <td>31.43%</td> </tr> <tr> <td>Spring 16</td> <td>31.43%</td> <td>52.17%</td> </tr> <tr> <td>Spring 17</td> <td>36.54%</td> <td>47.89%</td> </tr> </tbody> </table> <p>Aggregates:                      Inbound ACBSP (US) - Accreditation Council for Business Schools and Programs = 42.14                      Outbound ACBSP (US) - Accreditation Council for Business Schools and Programs = 53.40</p>	Year	Inbound Exam (%)	Outbound Exam (%)	Spring 15	38.91%	31.43%	Spring 16	31.43%	52.17%	Spring 17	36.54%	47.89%						
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BA in Business Administration Students will gain at least 2 points in the Overall score on Insight Assessment's Business Critical Thinking Skills Test (BCTST) between their inbound exam and their exiting exam.	Business Critical Thinking Skills Test (BCTST)	Students have consistently met goal of gaining at least 2 points between inbound and outbound exams.	This is the first QA report where we have had inbound and outbound data. Measuring learning gains with this approach has increased our confidence in the results we are seeing.	Continue to monitor this trend and set increasingly challenging benchmarks in the future.	<p><b>BCTST - Average Point Change between Pre and Post Test for BUAD Students</b></p> <table border="1"> <caption>BCTST - Average Point Change between Pre and Post Test for BUAD Students</caption> <thead> <tr> <th>Term</th> <th>Average Change</th> <th>n of students</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>2.7</td> <td>3</td> </tr> <tr> <td>Fall 2013/Spring 2014</td> <td>2.4</td> <td>16</td> </tr> <tr> <td>Fall 2014/Spring 2015</td> <td>2.0</td> <td>28</td> </tr> <tr> <td>Fall 2015/Spring 2016</td> <td>2.3</td> <td>32</td> </tr> <tr> <td>Fall 2016/Spring 2017</td> <td>2.1</td> <td>27</td> </tr> </tbody> </table> <p>Benchmark for increase between Pre and Post Test Gain: 2.0</p>	Term	Average Change	n of students	Spring 2013	2.7	3	Fall 2013/Spring 2014	2.4	16	Fall 2014/Spring 2015	2.0	28	Fall 2015/Spring 2016	2.3	32	Fall 2016/Spring 2017	2.1	27
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<p>MBA Students will score within 5 percent of Traditional/Campus based Delivery Model national comparison in all categories of the Peregrine CPC exam.</p>	<p>Peregrine CPC Exam - Outbound Direct, Summative, External, Comparative data from results of all ACBSP programs reviewed.</p>	<p>Spring 16 and Fall 17 outbound exams failed to meet the goal of within 5% of national averages. Changes to curriculum resulted in an increase to 2 percentage points below the national average for Spring 17 outbound students.</p>	<p>The curriculum lacked an intentional focus on data analysis and statistics. A review of the MBA 515 course revealed that the curriculum needed to be updated to ensure students were receiving adequate instruction in these skills.</p>	<p>MBA 515 - Research and Analytics for Business Decisions - was revised to emphasize data analytics and statistics in order to address this CPC outcome.</p>	<p style="text-align: center;"><b>Longitudinal Comparison: Quantitative Research Techniques and Statistics</b></p> <table border="1"> <caption>Longitudinal Comparison: Quantitative Research Techniques and Statistics</caption> <thead> <tr> <th>Exam Type</th> <th>Fall 16</th> <th>Spring 16</th> <th>Fall 17</th> <th>Spring 17</th> </tr> </thead> <tbody> <tr> <td>Inbound Exam</td> <td>45.23%</td> <td>42.31%</td> <td>41.79%</td> <td>42.06%</td> </tr> <tr> <td>Outbound Exam</td> <td>49.72%</td> <td>45.14%</td> <td>42.01%</td> <td>47.06%</td> </tr> </tbody> </table>	Exam Type	Fall 16	Spring 16	Fall 17	Spring 17	Inbound Exam	45.23%	42.31%	41.79%	42.06%	Outbound Exam	49.72%	45.14%	42.01%	47.06%	<p style="text-align: center;">Fall 16</p>	<p style="text-align: center;">Spring 16</p>	<p style="text-align: center;">Fall 17</p>	<p style="text-align: center;">Spring 17</p>
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