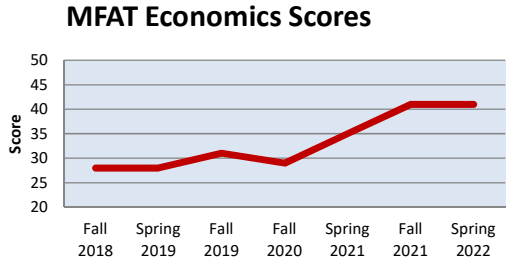
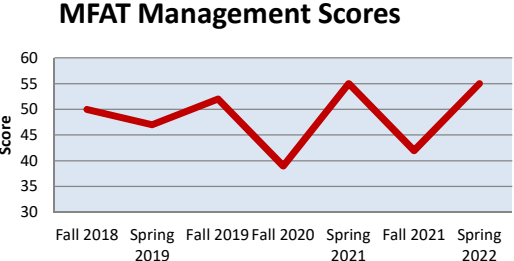
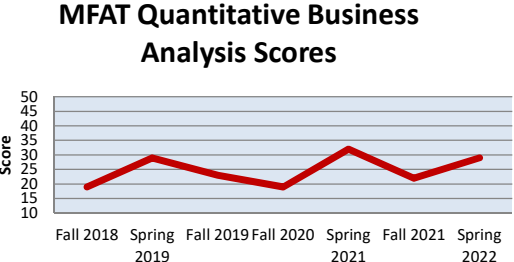
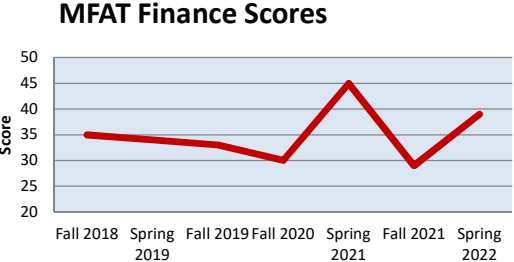


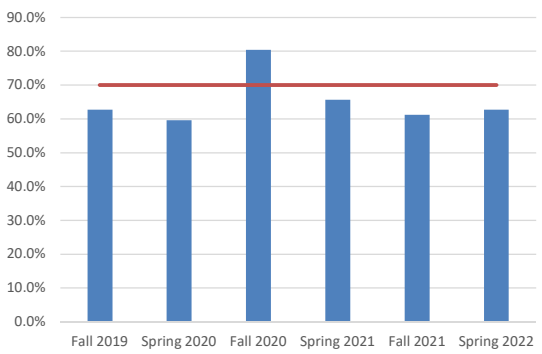
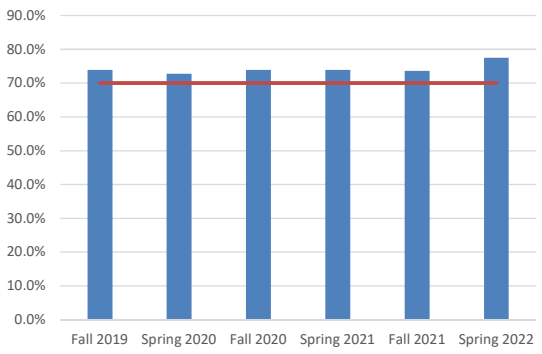
Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition																				
1. Student Learning Results	<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		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																
Measurable goal	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																	
What is your 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?																	
	(Indicate type of instrument) direct, formative, internal, comparative																				
Knowledge of foundation areas in undergraduate program. Goal: Students will score equal or above the national average of 150	Summative, External. Comparative Data derived from Major Field Assessment Test. Percentage correct of total score.	Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	There is a need for continuous improvement. Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Review of course syllabi to include all MFAT topics. Increased use of LMS platform to support courses. Uploaded syllabi, videos, documents, etc.	<div style="text-align: center;"> Undergraduate MFAT Scores <table border="1" style="display: none;"> <caption>Undergraduate MFAT Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Fall 2018</td><td>138</td></tr> <tr><td>Spring 2019</td><td>140</td></tr> <tr><td>Fall 2019</td><td>135</td></tr> <tr><td>Fall 2020</td><td>148</td></tr> <tr><td>Spring 2021</td><td>135</td></tr> <tr><td>Fall 2021</td><td>145</td></tr> </tbody> </table> </div>	Semester	Score	Fall 2018	138	Spring 2019	140	Fall 2019	135	Fall 2020	148	Spring 2021	135	Fall 2021	145		
Semester	Score																				
Fall 2018	138																				
Spring 2019	140																				
Fall 2019	135																				
Fall 2020	148																				
Spring 2021	135																				
Fall 2021	145																				
Knowledge of CPC subjects in undergraduate program. Goal: Students will score equal or above the national average in each area..	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in accounting.	The goal is not yet achieved. Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Continuous improvement needed. Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Review and revise course syllabi to include all topics from the MFAT. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	<div style="text-align: center;"> MFAT Accounting Scores <table border="1" style="display: none;"> <caption>MFAT Accounting Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Fall 2018</td><td>38</td></tr> <tr><td>Spring 2019</td><td>35</td></tr> <tr><td>Fall 2019</td><td>35</td></tr> <tr><td>Fall 2020</td><td>33</td></tr> <tr><td>Spring 2021</td><td>41</td></tr> <tr><td>Fall 2021</td><td>32</td></tr> <tr><td>Spring 2022</td><td>39</td></tr> </tbody> </table> </div>	Semester	Score	Fall 2018	38	Spring 2019	35	Fall 2019	35	Fall 2020	33	Spring 2021	41	Fall 2021	32	Spring 2022	39
Semester	Score																				
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Spring 2019	35																				
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Fall 2020	33																				
Spring 2021	41																				
Fall 2021	32																				
Spring 2022	39																				

<p>Knowledge of CPC subjects in undergraduate program.Goal: Students will score equal or above the national average in each area..</p>	<p>Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Economics.</p>	<p>The goal is not yet achieved.Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.</p>	<p>Continuous improvement needed. Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.</p>	<p>Review and revise course syllabi to include all topics from the MFAT.Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.</p>	<p>MFAT Economics Scores</p> 
<p>Knowledge of CPC subjects in undergraduate program Goal: Students will score equal or above the national average in each area.</p>	<p>Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Management.</p>	<p>The goal is not yet achieved.Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.</p>	<p>Continuous improvement needed. Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.</p>	<p>Review and revise course syllabi to include all topics from the MFAT. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.</p>	<p>MFAT Management Scores</p> 
<p>Knowledge of CPC subjects in undergraduate program Goal: Students will score equal or above the national average in each area..</p>	<p>Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Quantitative Methods.</p>	<p>Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.</p>	<p>Continuous improvement needed.Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.</p>	<p>Review and revise course syllabi to include all topics from the MFAT.Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.</p>	<p>MFAT Quantitative Business Analysis Scores</p> 
<p>Knowledge of CPC subjects in undergraduate program.Goal: Students will score equal or above the national average in each area.</p>	<p>Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Finance.</p>	<p>Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.</p>	<p>Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.</p>	<p>Review and revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.</p>	<p>MFAT Finance Scores</p> 

<p>Knowledge of CPC subjects in undergraduate program. Goal: Students will score equal or above the national average in each area.</p>	<p>Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Marketing.</p>	<p>Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.</p>	<p>Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.</p>	<p>Revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.</p>	<p>MFAT Marketing Scores</p> <table border="1"> <caption>MFAT Marketing Scores Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>38</td> </tr> <tr> <td>Spring 2019</td> <td>42</td> </tr> <tr> <td>Fall 2019</td> <td>38</td> </tr> <tr> <td>Fall 2020</td> <td>38</td> </tr> <tr> <td>Spring 2021</td> <td>45</td> </tr> <tr> <td>Fall 2021</td> <td>38</td> </tr> <tr> <td>Spring 2022</td> <td>42</td> </tr> </tbody> </table>	Term	Score	Fall 2018	38	Spring 2019	42	Fall 2019	38	Fall 2020	38	Spring 2021	45	Fall 2021	38	Spring 2022	42
Term	Score																				
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Fall 2020	38																				
Spring 2021	45																				
Fall 2021	38																				
Spring 2022	42																				
<p>Knowledge of CPC subjects in undergraduate program. Goal: Students will score equal or above the national average in each area..</p>	<p>Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Legal and social environment.</p>	<p>Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.</p>	<p>Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.</p>	<p>Revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.</p>	<p>MFAT Legal & Social Environment Scores</p> <table border="1"> <caption>MFAT Legal & Social Environment Scores Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>45</td> </tr> <tr> <td>Spring 2019</td> <td>50</td> </tr> <tr> <td>Fall 2019</td> <td>60</td> </tr> <tr> <td>Fall 2020</td> <td>50</td> </tr> <tr> <td>Spring 2021</td> <td>55</td> </tr> <tr> <td>Fall 2021</td> <td>50</td> </tr> <tr> <td>Spring 2022</td> <td>55</td> </tr> </tbody> </table>	Term	Score	Fall 2018	45	Spring 2019	50	Fall 2019	60	Fall 2020	50	Spring 2021	55	Fall 2021	50	Spring 2022	55
Term	Score																				
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Spring 2022	55																				
<p>Knowledge of CPC subjects in undergraduate program. Goal: Students will score equal or above the national average in each area..</p>	<p>Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Information Systems.</p>	<p>Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.</p>	<p>Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.</p>	<p>Revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.</p>	<p>MFAT InfoSystems Scores</p> <table border="1"> <caption>MFAT InfoSystems Scores Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>55</td> </tr> <tr> <td>Spring 2019</td> <td>45</td> </tr> <tr> <td>Fall 2019</td> <td>48</td> </tr> <tr> <td>Fall 2020</td> <td>45</td> </tr> <tr> <td>Spring 2021</td> <td>55</td> </tr> <tr> <td>Fall 2021</td> <td>40</td> </tr> <tr> <td>Spring 2022</td> <td>50</td> </tr> </tbody> </table>	Term	Score	Fall 2018	55	Spring 2019	45	Fall 2019	48	Fall 2020	45	Spring 2021	55	Fall 2021	40	Spring 2022	50
Term	Score																				
Fall 2018	55																				
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<p>Knowledge of CPC subjects in undergraduate program. Goal: Students will score equal or above the national average in each area..</p>	<p>Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in International Issues.</p>	<p>Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.</p>	<p>Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.</p>	<p>Revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.</p>	<p>MFAT International Issues Scores</p> <table border="1"> <caption>MFAT International Issues Scores Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>35</td> </tr> <tr> <td>Spring 2019</td> <td>40</td> </tr> <tr> <td>Fall 2019</td> <td>38</td> </tr> <tr> <td>Fall 2020</td> <td>35</td> </tr> <tr> <td>Spring 2021</td> <td>42</td> </tr> <tr> <td>Fall 2021</td> <td>38</td> </tr> <tr> <td>Spring 2022</td> <td>45</td> </tr> </tbody> </table>	Term	Score	Fall 2018	35	Spring 2019	40	Fall 2019	38	Fall 2020	35	Spring 2021	42	Fall 2021	38	Spring 2022	45
Term	Score																				
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Spring 2022	45																				

<p>Knowledge of CPC subject areas (undergraduate) in Economics, Management, Marketing, Accounting and statistics. Goal: Seventy percent of students will score 70 percent or above.</p>	<p>Normative, Internal. Comparative Data derived from selected examination in accounting.</p>	<p>A goal of seventy percent of students scoring 70 percent or above met only in fall 2020.</p>	<p>The student learning outcome in accounting was generally about 60%. Need more improvement in student learning.</p>	<p>Revised the course syllabus to include more applications and use of technology.</p>	<p style="text-align: center;">Financial Accounting Exam Scores</p>  <table border="1" data-bbox="1459 154 1997 505"> <thead> <tr> <th>Semester</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>62%</td> </tr> <tr> <td>Spring 2020</td> <td>59%</td> </tr> <tr> <td>Fall 2020</td> <td>80%</td> </tr> <tr> <td>Spring 2021</td> <td>65%</td> </tr> <tr> <td>Fall 2021</td> <td>60%</td> </tr> <tr> <td>Spring 2022</td> <td>62%</td> </tr> </tbody> </table>	Semester	Score (%)	Fall 2019	62%	Spring 2020	59%	Fall 2020	80%	Spring 2021	65%	Fall 2021	60%	Spring 2022	62%
Semester	Score (%)																		
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<p>Knowledge of CPC subject areas (undergraduate) in Economics, Management, Marketing, Accounting and statistics. Goal: Seventy percent of students will score 70 percent or above.</p>	<p>Normative, Internal. Comparative Data derived from selected examination in business statistics.</p>	<p>The goal of seventy percent of students scoring 70 percent or above was met every semester.</p>	<p>Business students gained proficiency in statistics and its applications.</p>	<p>Business Faculty communicate with Statistics faculty to know about effective teaching techniques.</p>	<p style="text-align: center;">Business Statistics Exam Scores</p>  <table border="1" data-bbox="1459 602 1997 953"> <thead> <tr> <th>Semester</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>73%</td> </tr> <tr> <td>Spring 2020</td> <td>72%</td> </tr> <tr> <td>Fall 2020</td> <td>73%</td> </tr> <tr> <td>Spring 2021</td> <td>73%</td> </tr> <tr> <td>Fall 2021</td> <td>73%</td> </tr> <tr> <td>Spring 2022</td> <td>78%</td> </tr> </tbody> </table>	Semester	Score (%)	Fall 2019	73%	Spring 2020	72%	Fall 2020	73%	Spring 2021	73%	Fall 2021	73%	Spring 2022	78%
Semester	Score (%)																		
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