

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

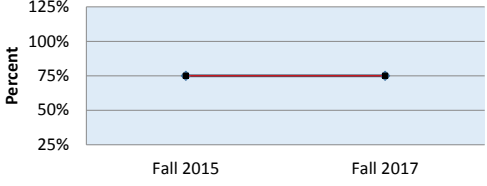
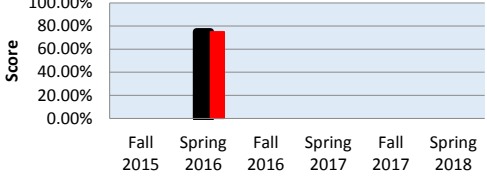
**Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)**

Performance Indicator	Definition												
<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>												
	<b>Analysis of Results</b>												
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</b>										
<b>Measurable goal</b>	<b>Do not use grades.</b>	<b>What are your current results?</b>											
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>												
		<b>BS.</b>											
<p>In-Course Assessment –(consisting of comprehensive final exam) 70% or more of the students will receive a 70% or higher on the comprehensive final exam in ACCT 310.</p>	<p>Direct, Formative, Internal</p>	<p>In Fall 2017, 58% scored above our benchmark.</p>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>ACCT 310</b> <b>In-Course Assessment</b></p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>ACCT 310 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>80%</td> </tr> <tr> <td>Fall 2016</td> <td>50%</td> </tr> <tr> <td>Fall 2017</td> <td>60%</td> </tr> <tr> <td>Benchmark</td> <td>75%</td> </tr> </tbody> </table> </div>	Year	Percent	Fall 2015	80%	Fall 2016	50%	Fall 2017	60%	Benchmark	75%
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<p>In-Course Assessment        –(consisting of comprehensive final exam)        70% or more of the students will receive a 70% or higher on the comprehensive final exam in ACCT 311.</p>	<p>Direct, Formative, Internal</p>	<p>In Spring 2017, 63% scored above our benchmark.</p>	<div data-bbox="1031 107 1556 380" data-label="Figure"> <h3 style="text-align: center;">ACCT 311 In-Course Assessment</h3> <table border="1"> <caption>ACCT 311 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>68%</td> </tr> <tr> <td>Spring 2017</td> <td>63%</td> </tr> </tbody> </table> </div>	Year	Percent	Spring 2016	68%	Spring 2017	63%		
Year	Percent										
Spring 2016	68%										
Spring 2017	63%										
<p>In-Course Assessment        –(consisting of Individual Income Tax Return project)        70% or more of the students will receive a 70% or higher on the individual income tax return in ACCT 430.</p>	<p>Direct, Formative, Internal</p>	<p>In Spring 2017, 85% scored above our benchmark.</p>	<div data-bbox="1031 483 1556 756" data-label="Figure"> <h3 style="text-align: center;">ACCT 430 In-Course Assessment</h3> <table border="1"> <caption>ACCT 430 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>90%</td> </tr> <tr> <td>Spring 2017</td> <td>85%</td> </tr> </tbody> </table> </div>	Year	Percent	Spring 2016	90%	Spring 2017	85%		
Year	Percent										
Spring 2016	90%										
Spring 2017	85%										
<p>In-Course Assessment        –(consisting of Partnership and S-Corp. Tax Return project)        70% or more of the students will receive a 70% or higher on the partnership and S-Corp tax returns in ACCT 431.</p>	<p>Direct, Formative, Internal</p>	<p>In Fall 2017, 90% scored above our benchmark.</p>	<div data-bbox="1031 799 1556 1071" data-label="Figure"> <h3 style="text-align: center;">ACCT 431 In-Course Assessment</h3> <table border="1"> <caption>ACCT 431 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>70%</td> </tr> <tr> <td>Fall 2016</td> <td>75%</td> </tr> <tr> <td>Fall 2017</td> <td>90%</td> </tr> </tbody> </table> </div>	Year	Percent	Fall 2015	70%	Fall 2016	75%	Fall 2017	90%
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Fall 2015	70%										
Fall 2016	75%										
Fall 2017	90%										
<p>In-Course Assessment        –(Research case)        70% or more of the students will receive a 70% or higher on the research case in ACCT 431.</p>	<p>Direct, Formative, Internal</p>	<p>In Fall 2017, 80% scored above the benchmark.</p>	<div data-bbox="1031 1211 1556 1484" data-label="Figure"> <h3 style="text-align: center;">ACCT 440 Research Case</h3> <table border="1"> <caption>ACCT 440 Research Case Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>80%</td> </tr> </tbody> </table> </div>	Year	Percent	Fall 2017	80%				
Year	Percent										
Fall 2017	80%										

<p>In-Course Assessment        –(Research case) 70% or more of the students will receive a 70% or higher on the research case in ACCT 440.</p>	<p>Direct, Formative, Internal</p>	<p>In Fall 2017, 95% students scored above the benchmark.</p>	<p style="text-align: center;"><b>ACCT 431 Research Case</b></p> <table border="1"> <caption>ACCT 431 Research Case Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>70%</td> </tr> <tr> <td>Fall 2016</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>95%</td> </tr> </tbody> </table>	Year	Percent	Fall 2015	70%	Fall 2016	100%	Fall 2017	95%	
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Fall 2016	100%											
Fall 2017	95%											
<p>In-Course Assessment        –(consisting of comprehensive final exam) 70% or more of the students will receive a 70% or higher on the comprehensive final exam in ACCT 450.</p>	<p>Direct, Formative, Internal</p>	<p>In Fall 2017, 50% scored above the benchmark.</p>	<p style="text-align: center;"><b>ACCT 450 In-Course Assessment</b></p> <table border="1"> <caption>ACCT 450 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>95%</td> </tr> <tr> <td>Fall 2016</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>50%</td> </tr> </tbody> </table>	Year	Percent	Fall 2015	95%	Fall 2016	100%	Fall 2017	50%	
Year	Percent											
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Fall 2016	100%											
Fall 2017	50%											
<p>Assessment Test – 50% or more of the students majoring in accounting will score at or above the 50th percentile on the MFT for the overall exam score.</p> <p>Data will be reported once per year.</p>	<p>Comparative, Summative, External</p>	<p>In Spring 2017, 35% of scored above the benchmark.</p>	<p style="text-align: center;"><b>MFT Knowledge of Foundation Areas</b></p> <table border="1"> <caption>MFT Knowledge of Foundation Areas Data</caption> <thead> <tr> <th>Year</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>55%</td> </tr> <tr> <td>Fall 2016</td> <td>40%</td> </tr> </tbody> </table>	Year	Percentile	Fall 2015	55%	Fall 2016	40%			
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Fall 2015	55%											
Fall 2016	40%											
		<p><b>BS. Banking and Financial Services</b></p>										
<p>Knowledge of foundation areas of money, money supply, deposit accounts, and types of loans offered by banks, for students enrolled in BADM 312 - Introduction to Banking will score 70% and above on course examinations</p>	<p>Summative, External, Comparative data derived from faculty and publisher prepared examinations</p>	<p>A goal of a score of 70% and above was set as a threshold benchmark attained in 2013 and 2014 to be achieved by 70% or more of those students in the BSBFS program</p>	<p style="text-align: center;"><b>BADM 312 In-Course Assessment</b></p> <table border="1"> <caption>BADM 312 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>95%</td> </tr> <tr> <td>Fall 2016</td> <td>85%</td> </tr> <tr> <td>Spring 2017</td> <td>100%</td> </tr> </tbody> </table>	Year	Percent	Spring 2016	95%	Fall 2016	85%	Spring 2017	100%	
Year	Percent											
Spring 2016	95%											
Fall 2016	85%											
Spring 2017	100%											

<p>Knowledge of foundation areas of basic laws, rules and administrative process governing financial institutions, banking regulation and examination, for students enrolled in BADM 353 - Bank Regulation and Compliance will score 70% and above on course examinations</p>	<p>Summative, External, Comparative data derived from faculty and publisher prepared examinations</p>	<p>A goal of a score of 70% and above was set as a threshold benchmark attained in 2013 and 2014 to be achieved by 70% or more of those students in the BSBFS program</p>	<div data-bbox="1024 149 1537 415"> <h3 style="text-align: center;">BADM 353 In-Course Assessment</h3> <table border="1"> <caption>BADM 353 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2016</td> <td>95%</td> </tr> <tr> <td>Fall 2017</td> <td>98%</td> </tr> </tbody> </table> </div>	Year	Percent	Fall 2015	100%	Fall 2016	95%	Fall 2017	98%						
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Fall 2015	100%																
Fall 2016	95%																
Fall 2017	98%																
<p>Knowledge of foundation areas of assessment of bank performance, risk management of interest rates, liquidity and capital, for students enrolled in BADM 410 -Asset and Liability Management will score 70% and above on course examinations</p>	<p>Summative, External, Comparative data derived from faculty and publisher prepared examinations</p>	<p>A goal of a score of 70% and above was set as a threshold benchmark attained in 2013 and 2014 to be achieved by 70% or more of those students in the BFS program</p>	<div data-bbox="1024 607 1545 873"> <h3 style="text-align: center;">BADM 410 In-Course Assessment</h3> <table border="1"> <caption>BADM 410 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2016</td> <td>95%</td> </tr> <tr> <td>Fall 2017</td> <td>98%</td> </tr> </tbody> </table> </div>	Year	Percent	Fall 2015	100%	Fall 2016	95%	Fall 2017	98%						
Year	Percent																
Fall 2015	100%																
Fall 2016	95%																
Fall 2017	98%																
<b>MS. Banking and Financial</b>																	
<p>Knowledge of foundation areas of assessment of bank performance, management of interest rate risks, liquidity, capital, and enterprise risk for students enrolled in BFS 740 - Asset, Liability and Risk Management will score 75% and above on course examinations</p>	<p>Summative, External, Comparative data derived from faculty and publisher prepared examinations</p>	<p>A goal of a score of 75% and above was set as a threshold benchmark attained in 2014 to be achieved by 75% or more of those students in the MBFS program</p>	<div data-bbox="1024 1011 1537 1294"> <h3 style="text-align: center;">BFS 740 In-Course Assessment</h3> <table border="1"> <caption>BFS 740 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>90%</td> </tr> <tr> <td>Spring 2016</td> <td>85%</td> </tr> <tr> <td>Fall 2016</td> <td>90%</td> </tr> <tr> <td>Spring 2017</td> <td>90%</td> </tr> <tr> <td>Fall 2017</td> <td>90%</td> </tr> <tr> <td>Spring 2018</td> <td>90%</td> </tr> </tbody> </table> </div>	Year	Score	Fall 2015	90%	Spring 2016	85%	Fall 2016	90%	Spring 2017	90%	Fall 2017	90%	Spring 2018	90%
Year	Score																
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Spring 2016	85%																
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Spring 2017	90%																
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Spring 2018	90%																

<p>Knowledge of foundation areas of business industries and types, why businesses borrow, business financial accounting and entity structures, the analysis of business financial statement, and the preparation of a global cash flow analysis for students enrolled in BFS 750 - Credit Analysis will score 75% and above on course examinations</p>	<p>Summative, External, Comparative data derived from faculty and publisher prepared examinations</p>	<p>A goal of a score of 75% and above was set as a threshold benchmark attained in 2014 to be achieved by 75% or more of those students in the BSBFS program</p>	<p style="text-align: center;"><b>BFS 750</b> <b>In-Course Assessment</b></p> 	
<p>Knowledge of foundation areas of the development, preparation, and extension of commercial and agricultural loans, including the collateral, covenants, pricing, documentation, borrower monitoring and loan portfolio acquisition, maintenance and management for students enrolled in BFS 775 Commercial Lending will score 75% and above on course examinations</p>	<p>Summative, External, Comparative data derived from faculty and publisher prepared examinations</p>	<p>A goal of a score of 75% and above was set as a threshold benchmark attained in 2014 and 2015 to be achieved by 75% or more of those students in the BFS program</p>	<p style="text-align: center;"><b>BFS 775</b> <b>In-Course Assessment</b></p> 	
		<b>BS. Business</b>		

<p>Assessment Test – The average score of graduating seniors on the MFAT/Peregrine examination will be in the 50th percentile for the overall exam score</p> <p>*Data will be reported once per year.</p>	<p>Comparative, Summative, External</p>	<p>A goal of graduating School of Business seniors scoring above the median on the Peregrine for the general business assessment was set for Fall 2017.</p>	<table border="1"> <caption>MFAT Knowledge of Foundations Areas</caption> <thead> <tr> <th>Year</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>0.25</td> </tr> <tr> <td>Spring 2017</td> <td>0.4</td> </tr> </tbody> </table>	Year	Percentile	Spring 2016	0.25	Spring 2017	0.4		
Year	Percentile										
Spring 2016	0.25										
Spring 2017	0.4										
<p>70% of the students in BADM 464 will score more than 70% on the organization behavior competencies in all four course exams (A scoring rubric was used.).</p>	<p>Formative, Internal, Comparative data derived from in-course assessment</p>	<p>72% of students achieved the benchmark of scoring an overall average of at least 70% on examinations testing comprehension of course materials in 2015-17. Goal met.</p>	<table border="1"> <caption>BADM 464 In-Course Assessment</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>95</td> </tr> <tr> <td>Spring 2017</td> <td>90</td> </tr> <tr> <td>Fall 2017</td> <td>60</td> </tr> </tbody> </table>	Year	Percent	Spring 2016	95	Spring 2017	90	Fall 2017	60
Year	Percent										
Spring 2016	95										
Spring 2017	90										
Fall 2017	60										
<p><b>BA International Business</b></p>											
<p>The average score of the graduating School of Business seniors will be in the 50th percentile on the Peregrine for the international issues assessment indicator.</p> <p>Data will be reported once per year and comparisons are made from the Peregrine Individual Students Total Score Distribution.</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of graduating School of Business seniors scoring above the median on the Peregrine for the international issues assessment was set for Fall 2017. No Data Reported</p>	<table border="1"> <caption>MFAT Student Scores &amp; Comparative Median</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>95</td> </tr> <tr> <td>Spring 2017</td> <td>50</td> </tr> </tbody> </table>	Year	Percent	Spring 2016	95	Spring 2017	50		
Year	Percent										
Spring 2016	95										
Spring 2017	50										

<p>The average score of the graduating seniors, majoring in international business, will be in the 50th percentile on the Peregrine for the overall exam score.*</p> <p>*Data is reported once per year.</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of graduating seniors, majoring in international business, scoring above the median on the Peregrine for the overall exam score was set for Fall 2017. No Data Reported</p>	<div data-bbox="1031 107 1556 378"> <h3 style="text-align: center;">MFAT Knowledge of Foundation Areas</h3> <table border="1"> <caption>MFAT Knowledge of Foundation Areas Data</caption> <thead> <tr> <th>Year</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>50%</td> </tr> <tr> <td>Spring 2017</td> <td>50%</td> </tr> </tbody> </table> </div>	Year	Percentile	Spring 2016	50%	Spring 2017	50%		
Year	Percentile										
Spring 2016	50%										
Spring 2017	50%										
<p>70% of the students in BADM 478 will score more than 70% on the international marketing mid-term exam. (A scoring rubric was used.).</p>	<p>Formative, Internal, Comparative data derived from in-course assessment</p>	<p>84% of students achieved the benchmark of scoring at least 70% on the international marketing midterm exam in 2015-17. Goal met.</p>	<div data-bbox="1031 418 1556 690"> <h3 style="text-align: center;">BADM 478 In-Course Assessment</h3> <table border="1"> <caption>BADM 478 In-Course Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>75%</td> </tr> <tr> <td>Fall 2016</td> <td>85%</td> </tr> <tr> <td>Fall 2017</td> <td>80%</td> </tr> </tbody> </table> </div>	Year	Percent	Spring 2016	75%	Fall 2016	85%	Fall 2017	80%
Year	Percent										
Spring 2016	75%										
Fall 2016	85%										
Fall 2017	80%										
		<b>BS Management</b>									
<p>The average score of the graduating School of Business seniors will be in the 50th percentile on the MFAT/Peregrine for the management assessment indicator.</p> <p>Data will be reported once per year. Comparisons are made from the MFAT/Peregrine Individual Students Total Score Distribution.</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of graduating School of Business seniors scoring above the median on the MFT/Peregrine for the management assessment was set for Fall 2015 and Spring 2016. The students scored in the 46th percentile.</p>	<div data-bbox="1031 873 1556 1226"> <h3 style="text-align: center;">Individual Student Scores &amp; Comparative Median</h3> <table border="1"> <caption>Individual Student Scores &amp; Comparative Median Data</caption> <thead> <tr> <th>Year</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>50%</td> </tr> <tr> <td>Spring 2017</td> <td>46%</td> </tr> </tbody> </table> </div>	Year	Percentile	Spring 2016	50%	Spring 2017	46%		
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Spring 2017	46%										

<p>The average score of graduating seniors, majoring in management, will be in the 50th percentile on the Peregrine for the overall exam score.</p> <p>Data is reported once per year.</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of graduating seniors, majoring in management, scoring above the median on the MFT/Peregrine for the overall exam score was set for Fall 2015 and Spring 2016. The students scored in the 27th percentile.</p>	<div data-bbox="1031 110 1556 399"> <h3 style="text-align: center;">MFAT Knowledge of Foundation Areas</h3> <table border="1"> <caption>MFAT Knowledge of Foundation Areas</caption> <thead> <tr> <th>Year</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>27%</td> </tr> <tr> <td>Spring 2017</td> <td>27%</td> </tr> </tbody> </table> </div>	Year	Percentile	Spring 2016	27%	Spring 2017	27%		
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Spring 2016	27%										
Spring 2017	27%										
<p>80% of the students in BADM 450 will score more than 80% on the leadership competencies mid-term exam. (A scoring rubric was used.)</p>	<p>Formative, Internal, Comparative data derived from in-course assessment</p>	<p>90% of students achieved the benchmark of scoring more than an 80% on the leadership competencies mid-term exam in fall 2017. Goal met.</p>	<div data-bbox="1031 412 1556 685"> <h3 style="text-align: center;">BADM 450 In Course Assessment</h3> <table border="1"> <caption>BADM 450 In Course Assessment</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>85%</td> </tr> <tr> <td>Fall 2016</td> <td>85%</td> </tr> <tr> <td>Fall 2017</td> <td>85%</td> </tr> </tbody> </table> </div>	Year	Percent	Fall 2015	85%	Fall 2016	85%	Fall 2017	85%
Year	Percent										
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Fall 2017	85%										
<p>80% of the students in BADM 451 will score more than 80% on the organizational Development competencies mid-term exam. (A scoring rubric was used.)</p>	<p>Formative, Internal, Comparative data derived from in-course assessment</p>	<p>98% of students achieved the benchmark of scoring more than an 80% on the organizational development mid-term exam in Spring 2017. Goal met.</p>	<div data-bbox="1031 724 1556 997"> <h3 style="text-align: center;">BADM 451 In Course Assessment</h3> <table border="1"> <caption>BADM 451 In Course Assessment</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>98%</td> </tr> <tr> <td>Spring 2017</td> <td>98%</td> </tr> </tbody> </table> </div>	Year	Percent	Spring 2016	98%	Spring 2017	98%		
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