

Standard #4 Measurement and Analysis of Student Learning and Performance

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>

		Analysis of Results				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2		
	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					
Pre/Post test scores with a benchmark of 75 or a difference of 30 points between pre and post test scores (based on upper division business core courses taught)	Formative, Internal data derived from Pre and post assessment	The current average post test score is 82 with a 37 point difference between pre and post test	This is a slight decrease from last year, however the scores in total remain steady for the years shown	Benchmark met	<p style="text-align: center;">BA Pre post tests</p> <p style="text-align: right; font-size: small;">Benchmark Post =75 or Difference of 30</p>	
Pre/Post test scores with a benchmark of 75 or a difference of 30 points between pre and post test scores (based on lower level business courses taught)	Formative, Internal data derived from Pre and post assessment	The current average post test score is 79 with a 32 point difference between pre and post test	The benchmark was met and shows the results are remaining steady with a slight decrease from last year.	Benchmark met	<p style="text-align: center;">AA Pre/ Post Assessment</p>	

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Graduate Exit survey with a benchmark of 4 or above out of 5	Summative, External data derived from Graduate Exit Survey	The current results are 3.89	The benchmark for this year was not met and is showing a decrease from last year.	Upon further review of the data, in the accounting and finance areas, student felt they needed additional practice. In addition the students felt they needed additional practice in software applications. The department will remind students about Tutor.com that is located in every course as well as add a review of this material in the capstone course.	<p style="text-align: center;">BA Graduate Exit Survey</p> <table border="1"> <caption>BA Graduate Exit Survey Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>4.05</td> </tr> <tr> <td>2021</td> <td>4.13</td> </tr> <tr> <td>2022</td> <td>3.89</td> </tr> </tbody> </table>		Year	Score	2020	4.05	2021	4.13	2022	3.89
Year	Score													
2020	4.05													
2021	4.13													
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Graduate Exit survey with a benchmark of 4 or above out of 5	Summative, External data derived from Graduate Exit Survey	The current results are 4.62	The benchmark was met and shows a large increase over last year.	Benchmark met	<p style="text-align: center;">AA Graduate Exit Survey</p> <table border="1"> <caption>AA Graduate Exit Survey Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>4.25</td> </tr> <tr> <td>2021</td> <td>3.67</td> </tr> <tr> <td>2022</td> <td>4.62</td> </tr> </tbody> </table>		Year	Score	2020	4.25	2021	3.67	2022	4.62
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Employer Satisfaction survey with a benchmark of 4 or above out of 5	Summative, External data derived from Employer Satisfaction Survey	The current results are 5	The benchmark was met and shows employers are highly satisfied with our graduates	Benchmark met	<p style="text-align: center;">BA Employer Satisfaction Survey</p> <table border="1"> <caption>BA Employer Satisfaction Survey Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>4.78</td> </tr> <tr> <td>2021</td> <td>4</td> </tr> <tr> <td>2022</td> <td>5</td> </tr> </tbody> </table>		Year	Score	2020	4.78	2021	4	2022	5
Year	Score													
2020	4.78													
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2022	5													

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2022	5													
Placement Rate with a benchmark of 90%	Summative, External data derived from Job placement rates collected on an annual basis	The current results are 93.9	The benchmark was met and showed a large increase over last year.	Benchmark met	<p>BA Job Placement Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>96.9</td> </tr> <tr> <td>2020</td> <td>86</td> </tr> <tr> <td>2021</td> <td>93.9</td> </tr> </tbody> </table>		Year	Rate (%)	2019	96.9	2020	86	2021	93.9
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Placement Rate with a benchmark of 90%	Summative, External data derived from Job placement rates collected on an annual basis	The current results are 88.9	The benchmark was not met and showed a decrease from last year.	Upon further review, the English division was at 100% while the Latin division 77.8%. The department will continue to promote the career services of the Student Services department and place a flyer in the courses reminding students of these services.	<p>AA Job Placement Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>87.5</td> </tr> <tr> <td>2020</td> <td>98</td> </tr> <tr> <td>2021</td> <td>88.9</td> </tr> </tbody> </table>		Year	Rate (%)	2019	87.5	2020	98	2021	88.9
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Peregrine Examination with a benchmark of 60	Summative, External data derived from Peregrine Exam	The current results are 75.45 English and 50.14 Spanish	The current results are 75.45 which is above the ACBSP score of 57.55 for the English exam and 50.14 which is above the ACBSP average of 38.83 for the Spanish exam. This year's results are above last year showing a positive trend.	The overall benchmark was met for English exam and was almost 18 points higher than the ACBSP average. The Spanish exam, while it did not meet the benchmark, was over 11 points higher than the ACBSP average. The department will look at creating greater emphasis on the lowest areas of economic and operation/production management in the capstone course.	<p>BA Peregrine Exam</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Business</th> <th>Business Spanish</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>70.54</td> <td>44.71</td> <td>57.55</td> </tr> <tr> <td>2021</td> <td>71.15</td> <td>43.06</td> <td>57.55</td> </tr> <tr> <td>2022</td> <td>75.45</td> <td>50.14</td> <td>57.55</td> </tr> </tbody> </table>	Year	Business	Business Spanish	Benchmark	2020	70.54	44.71	57.55	2021	71.15	43.06	57.55	2022	75.45	50.14	57.55																				
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Pre/Post test scores with a benchmark of 75 (based on specific concentration courses taught)	Formative, Internal data derived from Pre and post assessment	The current average post test scores varied by concentration, trend data was analyzed	Upon review of the trend data over 3 years it was determined that FIN4443 and MNA4404 did not meet the benchmark.	The business department will provide a legal terminology list to assist students with the legal terms and how they apply to management principles and practices for MNA4404. For FIN4443 the department will increase the awareness of Tutor.com that is provided in the courses.	<p>BA Concentration Assessment</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Entrepreneurship</th> <th>Equine Studies</th> <th>Finance</th> <th>Human Resources</th> <th>International Business</th> <th>Management</th> <th>Marketing</th> <th>Transportation</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>78</td> <td>93</td> <td>79</td> <td>79</td> <td>82</td> <td>79</td> <td>85</td> <td>74</td> </tr> <tr> <td>2021</td> <td>80</td> <td>86</td> <td>77</td> <td>75</td> <td>83</td> <td>83</td> <td>80</td> <td>82</td> </tr> <tr> <td>2022</td> <td>72</td> <td>85</td> <td>81</td> <td>74</td> <td>82</td> <td>81</td> <td>84</td> <td>77</td> </tr> </tbody> </table>	Year	Entrepreneurship	Equine Studies	Finance	Human Resources	International Business	Management	Marketing	Transportation	2020	78	93	79	79	82	79	85	74	2021	80	86	77	75	83	83	80	82	2022	72	85	81	74	82	81	84	77
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