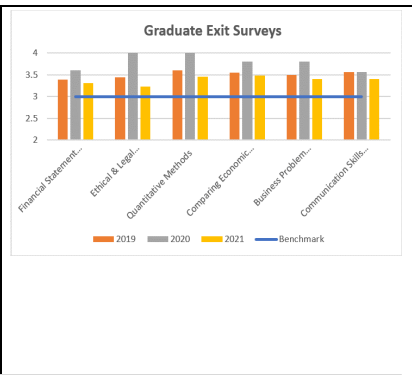
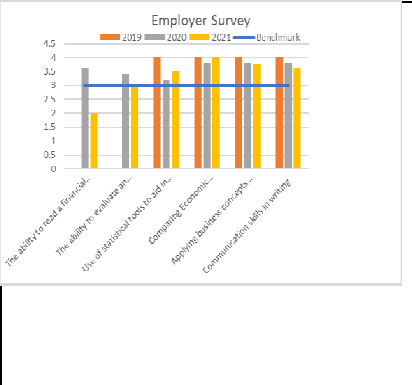
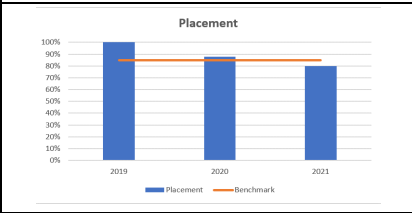


## Standard #4 Measurement and Analysis of Student Learning and Performance

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>	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: 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.																																							
Performance Measure	What is your measurement instrument or process? <small>Do not use grades.</small>	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																			
<b>Measurable goal</b> What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																			
Assessment based on learning outcomes. MBA students will score an average of 3.0 or higher on a 4 point scale.	Assessment based on learning outcomes. Direct, Formative, Internal.	*Financial Statement Analysis = 3.3  *Ethics and Legal Responsibilities = 3.5  *Quantitative Methods= 3.5  *Comparing Economic Environment = 3.5  *Business Problem Solving = 3.4  *Communication Skills in Writing = 3.5	1. All benchmarks were exceeded. 2. Compared to previous years' data, some learning outcomes show improvement from the prior year. But the scores in financial analysis, economics, and business theory have slightly decrease.	The Learning Outcome Assessment results demonstrated that the curriculum changes in the previous years showed positive impact on student learning outcomes. For example, the actions taken to improve MBA students' communication skills have generated continuous improvement on the scores of that learning outcome.  To improve the quantitative learning outcomes, faculty in the financial and economics courses will embed tutor.com into the courses. In the business theory course, some instructions and assignments will change to enhance student's understanding of the material.	<div style="text-align: center;"> <b>Assessment based on learning outcomes</b> </div> <table border="1" style="display: none;"> <caption>Assessment based on learning outcomes</caption> <thead> <tr> <th>Category</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>Financial Statement</td> <td>3.3</td> <td>3.3</td> <td>3.3</td> <td>3.0</td> </tr> <tr> <td>Ethical &amp; Legal</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.0</td> </tr> <tr> <td>Quantitative Methods</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.0</td> </tr> <tr> <td>Comparing Economic</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.0</td> </tr> <tr> <td>Business Problem</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>Communication</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.0</td> </tr> </tbody> </table>	Category	2019	2020	2021	Benchmark	Financial Statement	3.3	3.3	3.3	3.0	Ethical & Legal	3.5	3.5	3.5	3.0	Quantitative Methods	3.5	3.5	3.5	3.0	Comparing Economic	3.5	3.5	3.5	3.0	Business Problem	3.4	3.4	3.4	3.0	Communication	3.5	3.5	3.5	3.0
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Peregrine CPC-Based Examination. MBA students will score 50 or higher (Overall and by Common Professional Component).	Peregrine CPC-Based Examination. Direct, Summative, External.	Total = 61.66 Accounting = 55.55 Business Ethics =65.4 Business Finance = 58.1 Business Integration and Strategic Management = 63.3 Economics = 62.1 Global Dimensions of Business = 60.8 Information Management Systems = 59.6 Legal Environment of Business = 61.4 Management = 60 Marketing = 70.4	1. Both overall and individual content scores exceeded the benchmark. 2. Comparing to previous years, the MBA students' Peregrine Exam score has decreased. 3. Comparing to external peer institutions, Keiser University's MBA students earn better scores on average. ACBSP average score was 59.07.	While all benchmarks were met, focusing on the lower performing areas, business faculty reviewed and will revise the curriculum of the current courses to help students be better prepared for the exam. Targeting the CPC's with the lowest average, the following actions will be taken:  The 2 quantitative courses, while meeting the benchmark, produced the lowest scores. FIN 521 will now include tutor.com embedded in the courses. In ACG 5075, the course will be updated with additional assignments.	<div style="text-align: center;"> <b>Peregrine CPC-Based Comp Exam</b> </div> <table border="1" style="display: none;"> <caption>Peregrine CPC-Based Comp Exam</caption> <thead> <tr> <th>Year</th> <th>Overall</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>61.66</td> <td>50</td> </tr> <tr> <td>2020</td> <td>61.66</td> <td>50</td> </tr> <tr> <td>2021</td> <td>61.66</td> <td>50</td> </tr> </tbody> </table>	Year	Overall	Benchmark	2019	61.66	50	2020	61.66	50	2021	61.66	50																							
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<p>Graduate Exit assessment. MBA graduates will rate 3.0 or higher on a 4 point scale on achievement of program objectives.</p>	<p>Graduate Exit assessment. Indirect, Summative, Internal.</p>	<p>*Financial Statement Analysis = 3.31          *Ethics and Legal Responsibilities = 3.23          *Quantitative Methods = 3.46          *Comparing Economic Environment = 3.48          *Business Problem Solving = 3.4          *Communication Skills in Writing = 3.4</p>	<p>1. All benchmarks were exceeded.          2. Compared to previous years' data, the learning outcomes scores show a decrease in 2021.</p>	<p>While all benchmarks were met, the areas with the lowest scores were in ethical and legal responsibilities. The department plans to enhance coverage of topics related to ethical and legal responsibilities in various courses.</p>	 <p><b>Graduate Exit Surveys</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>Financial Statement</td> <td>3.3</td> <td>3.3</td> <td>3.3</td> <td>3.0</td> </tr> <tr> <td>Ethical &amp; Legal</td> <td>3.2</td> <td>3.2</td> <td>3.2</td> <td>3.0</td> </tr> <tr> <td>Quantitative Methods</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>Comparing Economic</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>Business Problem</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>Communication Skills</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> </tbody> </table>	Category	2019	2020	2021	Benchmark	Financial Statement	3.3	3.3	3.3	3.0	Ethical & Legal	3.2	3.2	3.2	3.0	Quantitative Methods	3.4	3.4	3.4	3.0	Comparing Economic	3.4	3.4	3.4	3.0	Business Problem	3.4	3.4	3.4	3.0	Communication Skills	3.4	3.4	3.4	3.0
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<p>Program Employer assessment. Employers rate 3.0 or higher on a 4 point scale on employee demonstrating mastery of program objectives.</p>	<p>Program Employer assessment. Indirect, Summative, External.</p>	<p>The ability to read a financial statement =2          The ability to evaluate an organizations' financial condition=3          Use of statistical tools to aid in company decision making=3.5          Comparing Economic Environments and their impact to your company=4          Applying business concepts, theories, and research to solve business problems =3.75          Communication Skills</p>	<p>1. Overall, all but one category met or exceeded the benchmark. There was an overall decline in a number of categories but the sample size is rather low.</p>	<p>The only category that did not meet the benchmark was in the ability to read financial statements. Therefore, FIN 521 will now include tutor.com embedded in the courses and ACG 5075, will be updated with additional assignments.</p>	 <p><b>Employer Survey</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>The ability to read a financial</td> <td>2.0</td> <td>2.0</td> <td>2.0</td> <td>2.5</td> </tr> <tr> <td>The ability to evaluate an</td> <td>3.0</td> <td>3.0</td> <td>3.0</td> <td>2.5</td> </tr> <tr> <td>Use of statistical tools to aid in</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>2.5</td> </tr> <tr> <td>Comparing Economic</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>2.5</td> </tr> <tr> <td>Applying business concepts</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>2.5</td> </tr> <tr> <td>Communication skills in writing</td> <td>3.75</td> <td>3.75</td> <td>3.75</td> <td>2.5</td> </tr> </tbody> </table>	Category	2019	2020	2021	Benchmark	The ability to read a financial	2.0	2.0	2.0	2.5	The ability to evaluate an	3.0	3.0	3.0	2.5	Use of statistical tools to aid in	3.5	3.5	3.5	2.5	Comparing Economic	3.5	3.5	3.5	2.5	Applying business concepts	4.0	4.0	4.0	2.5	Communication skills in writing	3.75	3.75	3.75	2.5
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<p>Graduate Placement Rates. 85% or higher of the graduates placed "in field" or "in related field."</p>	<p>Graduate Placement Rates. Indirect, Summative, External.</p>	<p>80.00%</p>	<p>The placement rate did not meet the benchmark in 2021. The global pandemic might have played a negative role in student placement as well as the timing of the data collection.</p>	<p>The department will be looking at the idea of encouraging students to seek internship opportunities as a way to prepare students for better employment opportunities. In addition, the department is reviewing better data collection methods to ensure placement data is reported timely.</p>	 <p><b>Placement</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Placement</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>100%</td> <td>85%</td> </tr> <tr> <td>2020</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>2021</td> <td>80%</td> <td>85%</td> </tr> </tbody> </table>	Year	Placement	Benchmark	2019	100%	85%	2020	85%	85%	2021	80%	85%																							
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