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	A student learning outcome is one that measures a specific competency attainment. *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).* 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.

		Analysis of Results			
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**				
Traditional undergraduate core level business knowledge equal or above mean score of comparative programs.	Peregrine Academic Comprehensive test given to seniors. This is direct, summative, external comprehensive data.	The average mean score for traditional programs was 47.4% in 2019 and 52.62% in 2020.	This is a great result. All the scores in every area were significantly improved, except for management in 2019. We are not sure if this is a trend or an outlier, but mangement results improved significantly in 2020.	Last year the dean reviewed the test results with all core business faculty and encouraged them to cover the CPC topics. This worked and the scores were much improved. We will review the management score with the new instructor.	**Traditional Comprehensive Test**
Traditional undergraduate Accounting majors interpret financial statements and GAAP principles by performing at a 85% or above on an exam.	The GAAP and financial statements exam is given to seniors. This is direct, summative and internal.	90% in 2019 and 82% in 2020.	This score was slightly lower than previous years. The instructor noted that a few students were very poor test-takers.	There is a new accounting instructor this year who will be coaching the students on their test-taking skills.	**Accounting Majors GAAP**

Traditional Undergrad Business Administration majors with an international concentration average score of 70% on final exam.	Student average score on final exam of International Business course. This is direct, summative, internal, comparative.	84% in 2019 and 80% in 2020.	This is a strong result, even though it was slightly less than the previous year.	Based on feedback from the instructor, the final paper (instead of the final exam) is a better reflection of student learning. This will be used in future years. A new rubric will also be developed to measure student success.	International Business Final Exam
Traditional undergraduate Business Administration majors with a business administration concentration perform average or above on a strategy game.	Individual score on Business Strategy Game. This is direct, external and summative.	39% in 2019 and N/A in 2020	This course was not offered in 2020 due to low student enrollment. In 2019, the instructor was new and pulled data on the team score rather than the individual student score.	There is a new instructor teaching this course and they have been instructed to collect the student individual scores, which should give a more accurate depiction of student achievement.	Traditional Business Strategy Game
Traditional undergraduate Management majors evaluate best HR practices in an essay, scoring 3.6 or above on a 5 point scale.	The best HR practices essay is direct, formative and internal.	3.6 in 2019 and 4.4 in 2020	The papers this year were much stronger than last year with excellent detail.	This is a very practical assignment for students as they work in teams, interview HR recommendations. The new HR instructor will retain this assignment and offer insight on course improvement at the end of the semester.	HR Best Practices

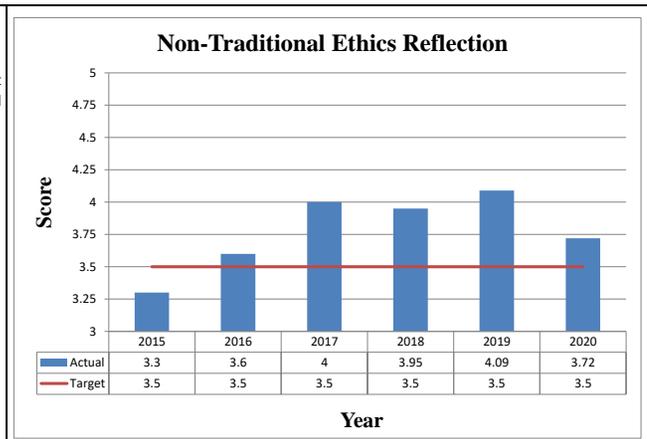|					
Traditional undergraduate Marketing major analyze market research and score at a 3.4 or above on a 5 point scale.	The market research analysis is direct, internal and formative.	3.58 in 2019 and 3.8 in 2020	There were fewer research flaws in the papers this year and the research was better designed. The course has been taught now by the same instructor for 3 years and the improvement is evident.	The same instructor will teach this course in 2021 and will look for additional ways to include students in engaging in local market research opportunities.	
Traditional undergraduate Music Industry Business majors perform at a 3.5 or above out of a 5 point scale on preparing a brand marketing strategy for a musician.	Student interview paper of a merchant at NAMM convention. This is internal, direct, and summative.	3.6 in 2019 and 2.9 in 2020 * This is a new assessment measure that started in 2019, hence why there is no data in 2018. Previously student's artistic performances were assessed. The dean thought a paper would be a better measure of success.	Papers were much too brief (2 pages) to offer much detail about the product, marketing or merchant interview.	The dean asked the instructor to change the prompt for this assignment for next year to be 4 pages and cover more detail.	
Non-traditional undergraduate core level business knowledge equal or above average mean of comparative programs	Peregrine Academic Comprehensive test given to seniors. This is direct, summative, external comprehensive data.	The average mean score for comparable programs was 55.49% in 2019 and 62.3% in 2020.	This is an excellent result! Northwest University places in the 83 comparison percentile of other ACBSP region 7 schools.	NU comparative score is high. However, we want to continue to improve our online curriculum; therefore, many of our online courses will be reviewed this year by a subject matter expert with special attention on content areas that we can still improve upon.	

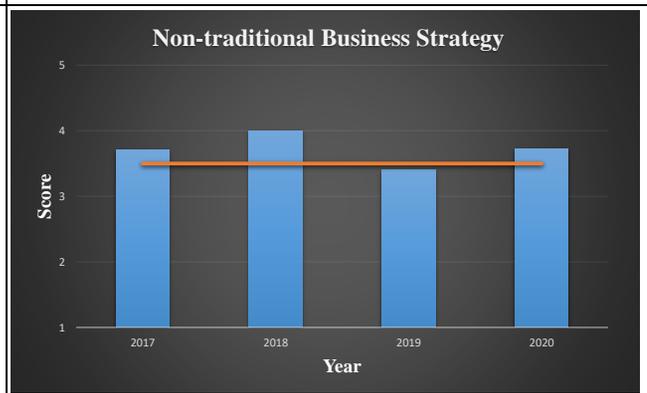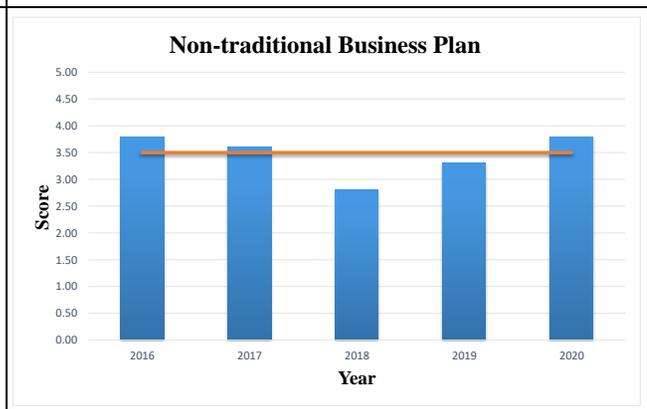|					
Non-traditional undergraduate core ethical personal reflection. Average student score of 3.5 on 5-point scale.	This essay asks students to reflect on their personal faith and values. This is a direct, summative, internal and comparative assessment.	4.09 in 2019 and 3.72 in 2020.	Overall, papers are well written. Students papers are more reflective in nature and less articulate in ethical theories.	As a result, this course will be redeveloped by a subject matter expert who will look at using a different textbook that is stronger in reviewing ethical theories.	
Non-traditional undergraduate Business Management majors score a 3.5 or higher on recommending a business strategy.	Students write a paper strategizing how a current company could improve their business strategy. This is direct, internal and summative.	3.4 in 2019 and 3.7 in 2020	Student scores improved from last year. However, it appears that a few students still struggle with how to come up with a new strategy to meet a new target market or expansion of business scope, etc.	The business faculty lead will review the course content to investigate if there is a way to better guide struggling students in how to develop a new business strategy that would enhance business outcomes.	
Non-traditional undergraduate core students write a realistic entrepreneurial business plan. Average student score is a 3.5 on a 5-point scale.	Students write a business plan of a startup business, evaluating innovation and reliance on data. This is internal and formative.	3.37 in 2019 and 3.85 in 2020.	This is the second year since the course was completely rebuilt. The faculty and students are adjusting to the new course design.	The faculty lead will make two changes for next year: change the assignment prompt so that the business plan is formatted correctly - instead of an essay format, and secondly, include more peer review in developing the business plan.	

Non-Traditional Ethics Reflection

	2015	2016	2017	2018	2019	2020
Actual	3.3	3.6	4	3.95	4.09	3.72
Target	3.5	3.5	3.5	3.5	3.5	3.5

Non-traditional Business Strategy

Non-traditional Business Plan

Non-traditional undergraduate majors score 3.5 or above on 5-point scale on a conflict resolution strategy essay.	Students write an essay apply their conflict strategy skills to a personal situation. This is direct, internal and summative.	4.66 in 2019 and 4.56 in 2020.	This year, the online students performed well on this assignment.	A subject matter expert will review the online course and determine if a remote learning platform, such as Zoom, can be integrated into the course to provide students with an opportunity to negotiate while also having access to the other student's non-verbal expressions.

Non-traditional Conflict Resolution

	2017	2018	2019	2020
Score	4	4	4.66	4.56
Target	3.5	3.5	3.5	3.5

MBA Core level business knowledge equal to average mean score of comparative programs.	Peregrine Academic Comprehensive test given to graduating MBA students. This is direct, summative, external comprehensive data.	The average mean score for comparable MBA programs was 52%. Our score was 61% in 2019 and 60.6 in 2020.	Our MBA students are consistent in the Peregrine score year over year. The highest subject areas are marketing, business leadership, strategic management and ethics.	This score validates the strength of our MBA instruction in both on-campus and online programs. This year we have a new faculty lead overseeing the program who will review course content for improvements in areas where we are weak.

MBA Comprehensive Test

MBA strategic knowledge class average is 40% or higher on strategy game.	Class average score in the Business Strategy Game for Financial Management, Operations and Marketing. This score is compared to players worldwide. This is a direct, summative, external and comparative assessment.	68% in 2019 and 57% in 2020.	This is a lower score than in previous years, but the course was taught by a new instructor. It usually takes a while for a new instructor to learn the best way to teach this class.	After next year, this course will be the MBA capstone and likely be taught by a full-time faculty member who will be more familiar with the strategy game.

MBA Business Strategy Game