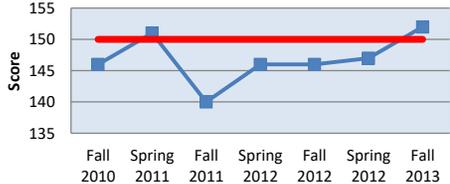
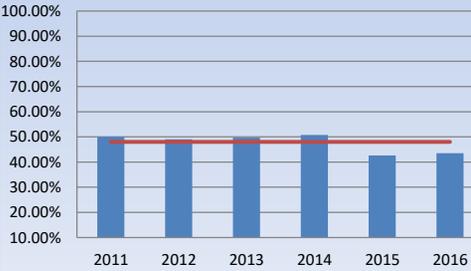
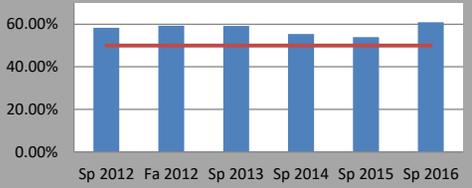
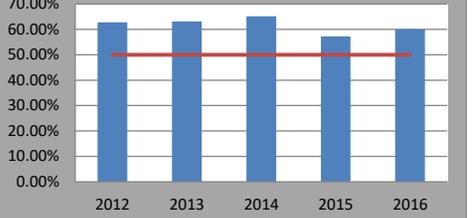
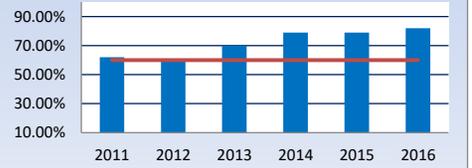
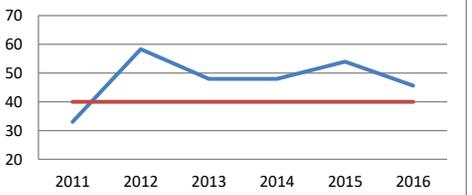


Standard #4 Measurement and Analysis of Student Learning and Performance

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>

		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																				
(Example) Knowledge of foundation areas for MBA program will score 150 and above	Summative, External, Comparative data derived from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 in 2013	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.	<h3>MFT Knowledge of Foundation Areas</h3>  <table border="1" style="display: none;"> <caption>MFT Knowledge of Foundation Areas Data</caption> <thead> <tr><th>Semester</th><th>Score</th></tr> </thead> <tbody> <tr><td>Fall 2010</td><td>145</td></tr> <tr><td>Spring 2011</td><td>150</td></tr> <tr><td>Fall 2011</td><td>140</td></tr> <tr><td>Spring 2012</td><td>145</td></tr> <tr><td>Fall 2012</td><td>145</td></tr> <tr><td>Spring 2012</td><td>148</td></tr> <tr><td>Fall 2013</td><td>152</td></tr> </tbody> </table>	Semester	Score	Fall 2010	145	Spring 2011	150	Fall 2011	140	Spring 2012	145	Fall 2012	145	Spring 2012	148	Fall 2013	152
Semester	Score																				
Fall 2010	145																				
Spring 2011	150																				
Fall 2011	140																				
Spring 2012	145																				
Fall 2012	145																				
Spring 2012	148																				
Fall 2013	152																				
4a. Traditional Undergrad core level business knowledge equal to average 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 48% the last few years. After several years of meeting the average, we slipped to 42% in 2015. In 2016 our average score was 43.5%	Although we are doing well in some areas (Accounting, Economics), our score is low in Information Systems and Marketing	The Dean met with faculty who teach Information Systems and Marketing to ensure adequate coverage of those topics. To encourage students to take the test seriously, this is now also part of their grade in a senior course.	<h3>Comprehensive Test - UG</h3>  <table border="1" style="display: none;"> <caption>Comprehensive Test - UG Data</caption> <thead> <tr><th>Year</th><th>Score (%)</th></tr> </thead> <tbody> <tr><td>2011</td><td>50.00</td></tr> <tr><td>2012</td><td>48.00</td></tr> <tr><td>2013</td><td>50.00</td></tr> <tr><td>2014</td><td>50.00</td></tr> <tr><td>2015</td><td>42.00</td></tr> <tr><td>2016</td><td>43.50</td></tr> </tbody> </table>	Year	Score (%)	2011	50.00	2012	48.00	2013	50.00	2014	50.00	2015	42.00	2016	43.50		
Year	Score (%)																				
2011	50.00																				
2012	48.00																				
2013	50.00																				
2014	50.00																				
2015	42.00																				
2016	43.50																				

<p>4b. Adult undergrad core level business knowledge equal to average mean score of comparative programs</p>	<p>Peregrine Academic Comprehensive test given to seniors. This is direct, summative, external comprehensive data</p>	<p>The average mean score for blended programs was 50.8% in 2016. Our score was over 10 points higher, 61%</p>	<p>This is an excellent result! We are higher than comparable programs in every category</p>	<p>This result demonstrates the strength of our Adult Evening and online programs compared to similar programs at other universities.</p>	<p>Adult U.G. Comprehensive Test</p>  <table border="1"> <caption>Adult U.G. Comprehensive Test Scores</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Sp 2012</td> <td>58</td> </tr> <tr> <td>Fa 2012</td> <td>59</td> </tr> <tr> <td>Sp 2013</td> <td>60</td> </tr> <tr> <td>Sp 2014</td> <td>57</td> </tr> <tr> <td>Sp 2015</td> <td>55</td> </tr> <tr> <td>Sp 2016</td> <td>61</td> </tr> </tbody> </table>	Year	Score (%)	Sp 2012	58	Fa 2012	59	Sp 2013	60	Sp 2014	57	Sp 2015	55	Sp 2016	61
Year	Score (%)																		
Sp 2012	58																		
Fa 2012	59																		
Sp 2013	60																		
Sp 2014	57																		
Sp 2015	55																		
Sp 2016	61																		
<p>4c. MBA Core level business knowledge equal to average mean score of comparative programs</p>	<p>Peregrine Academic Comprehensive test given to graduating MBA students. This is direct, summative, external comprehensive data</p>	<p>The average mean score for comparable MBA programs was 52%. Our score was 61% in 2016.</p>	<p>Our MBA students continue to out-perform students in comparable programs. The only concern was a low score (44%) in the online MBA Accounting course</p>	<p>This score includes validates the strength of our MBA instruction in both on-campus and online programs. The Dean will work with faculty to improve the online MBA Accounting course.</p>	<p>MBA Comprehensive Test</p>  <table border="1"> <caption>MBA Comprehensive Test Scores</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>62</td> </tr> <tr> <td>2013</td> <td>63</td> </tr> <tr> <td>2014</td> <td>64</td> </tr> <tr> <td>2015</td> <td>58</td> </tr> <tr> <td>2016</td> <td>60</td> </tr> </tbody> </table>	Year	Score (%)	2012	62	2013	63	2014	64	2015	58	2016	60		
Year	Score (%)																		
2012	62																		
2013	63																		
2014	64																		
2015	58																		
2016	60																		
<p>4d. Accounting majors Knowledge. Average score of 60% on Accounting II Final exam</p>	<p>Student average score on final exam of Accounting II course. Direct, summative, internal, comparative</p>	<p>82% in 2016</p>	<p>This is a strong result as this test is similar to the CPA exam</p>	<p>A new adjunct faculty member is teaching the course now. The strong score indicates that students are learning this material.</p>	<p>Accounting Majors Final Exam</p>  <table border="1"> <caption>Accounting Majors Final Exam Scores</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>62</td> </tr> <tr> <td>2012</td> <td>60</td> </tr> <tr> <td>2013</td> <td>70</td> </tr> <tr> <td>2014</td> <td>75</td> </tr> <tr> <td>2015</td> <td>78</td> </tr> <tr> <td>2016</td> <td>80</td> </tr> </tbody> </table>	Year	Score (%)	2011	62	2012	60	2013	70	2014	75	2015	78	2016	80
Year	Score (%)																		
2011	62																		
2012	60																		
2013	70																		
2014	75																		
2015	78																		
2016	80																		
<p>4e. MBA strategic knowledge. Business strategy game class average of 40%</p>	<p>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, formative, external and comparative assessment.</p>	<p>54% in 2015 and 45.6% in 2016</p>	<p>Although the 2016 result is slightly lower than in 2015, this is still above our target.</p>	<p>A new adjunct faculty member taught the course. The strong score indicates that students understand MBA-level strategic business knowledge</p>	<p>MBA Business Strategy Game</p>  <table border="1"> <caption>MBA Business Strategy Game Scores</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>35</td> </tr> <tr> <td>2012</td> <td>58</td> </tr> <tr> <td>2013</td> <td>48</td> </tr> <tr> <td>2014</td> <td>48</td> </tr> <tr> <td>2015</td> <td>54</td> </tr> <tr> <td>2016</td> <td>45.6</td> </tr> </tbody> </table>	Year	Score (%)	2011	35	2012	58	2013	48	2014	48	2015	54	2016	45.6
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2011	35																		
2012	58																		
2013	48																		
2014	48																		
2015	54																		
2016	45.6																		

<p>4f. MBA Innovation and Communication in student business research presentation of at least 4.0 on 5-point scale.</p>	<p>Average rubric score ranked by peers, outside business leaders and faculty. This is a direct, formative, internal and comparative assessment.</p>	<p>4.6 in 2015. The course was not assessed in 2016</p>	<p>This is a good result. Although we missed assessment in 2016, we plan to assess in 2017.</p>	<p>In fall 2016 we offered a new Managerial Communication course for first-year MBA based on feedback from students and faculty regarding the need to enhance presentation skills.</p>	<p>MBA Innovation & Communication</p> <table border="1"> <caption>MBA Innovation & Communication Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>4.2</td> </tr> <tr> <td>2012</td> <td>4.2</td> </tr> <tr> <td>2013</td> <td>-</td> </tr> <tr> <td>2014</td> <td>4.5</td> </tr> <tr> <td>2015</td> <td>4.6</td> </tr> </tbody> </table>	Year	Score	2011	4.2	2012	4.2	2013	-	2014	4.5	2015	4.6
Year	Score																
2011	4.2																
2012	4.2																
2013	-																
2014	4.5																
2015	4.6																
<p>4g. Adult Undergrad Ethics personal reflection. Average student score of 3.5 on 5-point scale</p>	<p>This essay asks students to reflect on their personal faith and values. This is a direct, summative, internal assessment.</p>	<p>3.3 in 2015 and 3.6 in 2016</p>	<p>We are getting closer to our target. After the low score in 2015, we clarified the assignment in the syllabus and with the instructor.</p>	<p>As a result of clarifying the assignment, student papers were stronger. We hired a new full-time faculty coordinator who will also be monitoring this assessment.</p>	<p>Adult U.G. Ethics Reflection</p> <table border="1"> <caption>Adult U.G. Ethics Reflection Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>3.75</td> </tr> <tr> <td>Fall 2013</td> <td>3.5</td> </tr> <tr> <td>Spring 2014</td> <td>3.8</td> </tr> <tr> <td>2015</td> <td>3.3</td> </tr> <tr> <td>2016</td> <td>3.6</td> </tr> </tbody> </table>	Year	Score	Spring 2013	3.75	Fall 2013	3.5	Spring 2014	3.8	2015	3.3	2016	3.6
Year	Score																
Spring 2013	3.75																
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