Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

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				
Learning Outcome: Demonstrate competencies in qualitative and quantitative analysis in business decision making. **Measurable Goal:** The goal for this and other direct measures of student learning is to meet or exceed the national norm, initially on the IvySoft Assessment instrument and now on the Peregrine Assessment instrument. We also strive to show year over year improvement in scores, especially those which are below national norms.	Summative, External, Comparative data derived from the Operations Management and Quantitative Methods/Stats sections of the assessments. Each student enrolled in the BSBA capstone course (MGT4375) will take this 2 hour assessment in the 6th week of the term.	The average scores on both the Operations Management and Quantitative Methods sections have risen in the prior 24 months. Each is now well above the national norms for other ACBSP approved undergraduate programs using the same Peregrine Academic Services instrument.	Changes to pedagogy, textbooks, and sequencing of topics agreed to by faculty members in 2014-15 have proven to be very effective. No changes were deemed necessary to standards pertaining to admissions, faculty hiring, or grading. These instructors now work more closely with one another on related continuous improvement efforts.	The operations management text was changed. Pedagogic changes including the use of standardized formative assessments in each class and a more overt focus on business applications. Step by step videos were also created for some of the more challenging analytical techniques covered in both classes. This use of summative and formative assessment data has been shared with all EAP business faculty with an eye toward producing similar results, perhaps in international business or management information systems.	Result A -- Quantitative Analysis

		2014-15	2015-2016	2016-2017	2017-2018
Ops. Mgmt. (BSBA)	Ops. Mgmt. (BSBA)	40.0%	40.0%	60.6%	62.6%
	Ops. Mgmt. (ACBSP)	34.0%	34.0%	52.8%	54.8%
	Q. Methods/Stats (BSBA)	47.0%	48.0%	57.1%	60.1%
	Q. Methods/Stats (ACBSP)	52.0%	52.0%	47.9%	52.4%

| Learning Outcome: Synthesize an understanding of business ethics, legal requirements, and the social responsibility of business. Measurable Goal: The goal for this and other direct measures of student learning is to meet or exceed the national norm, initially on the IvySoft Assessment instrument and now on the Peregrine Assessment instrument. We also strive to show year over year improvement in scores, especially those which are below national norms. | Summative, External, Comparative data derived from the Business Law and Ethics sections of the assessments. Each student enrolled in the BSBA capstone course (MGT4375) will take this 2 hour assessment in the 6th week of the term. | The average scores on both the Business Law and Ethics sections have risen in the prior 24 months. Each is now well above the national norms for other ACBSP approved undergraduate programs using the same Peregrine Academic Services instrument. | It was helpful to share the business law data with the instructor who most regularly teaches the that course so that he could be made more aware of potential areas in need of improvement. All BSBA instructors were shown the initially disappointing data pertaining to ethics and then tasked with integrating related instruction into their BSBA courses. | The longitudinal data shown on this graph will be shared with all members of the BSBA faculty, both full and part time, at their next meeting later this fall. We expect that doing so will facilitate additional continuous improvement efforts rooted in both formative and summative assessment data pertaining to the BSBA SLO's. | |

Result B - Business Law and Ethics Synthesis

	2014-15	2015-2016	2016-2017	2017-2018
Bus. Law (BSBA)	58.0%	60.0%	60.7%	66.8%
Bus. Law (ACBSP)	52.0%	52.0%	55.3%	57.9%
Ethics (BSBA)	34.0%	32.0%	58.4%	65.3%
Ethics (ACBSP)	50.0%	50.0%	53.4%	53.3%

| Overall Goal: We strive to facilitate the learning process in a way that allows BSBA students to earn overall scores that are well above the national norms just prior to completion of their undergraduate business degree program. We also strive to produce year over year improvement in these average scores irrespective of how they compare to national norms. | Summative, External, Comparative data derived from nationally normed assessment instruments designed for undergraduate students of business. Each student enrolled in the BSBA economics course (ECN2301) and the capstone course (MGT4375) will take this 2 hour assessment in the 6th week of the term. | The average scores for both inbound (ECN2301) and outbound (MGT4375) BSBA students have risen substantially in the last 24 months. Each is now well above the national norms for other ACBSP approved undergraduate programs using the same Peregrine Academic Services instrument. | It has been helpful to share these results with a wide range of BSBA stakeholders periodically throughout the year. Related presentations were made at faculty workshops and staff retreats as well as in the classes of the BSBA students who were about to sit for the assessment itself. | We are committed to contuing these efforts and sharing related results with all members of the SPS faculty so that similar results might be obtained in academic disciplines not related to business. The SPS Dean is also now discussing possible ways to leverage these impressive results to more effectively market the BSBA Program to prospective students. | |

Result C -- Overall Business Scores

	2014-15	2015-2016	2016-2017	2017-2018
Inbound (BSBA)	40.0%	41.0%	45.2%	45.5%
Inbound (ACBSP)	45.0%	48.0%	41.0%	42.7%
Outbound (BSBA)	47.0%	47.0%	58.8%	63.1%
Outbound (ACBSP)	52.0%	52.0%	57.8%	55.5%

| Overall Goal: We strive to facilitate the learning process in a way that maximizes gain scores earned by BSBA students. The "gain" is a measurement of the increase in business knowledge and skill from the time the student entered the program until just prior to commencement. | Summative, External, Comparative data derived from nationally normed assessment instruments designed for undergraduate students of business. Each student enrolled in the BSBA economics course (ECN2301) and the capstone course (MGT4375) will take this 2 hour assessment in the 6th week of the term. | The average gain score produced in the last 24 months is noteworthy *and* on the rise. It is also remains well above a wide range of relevant national norms for other undergraduate business programs using the same Peregrine Academic Services instrument. | It has been helpful to share these results with a wide range of BSBA stakeholders periodically throughout the year. Related presentations were made at faculty workshops and staff retreats as well as in the classes of the BSBA students who were about to sit for the assessment itself. | We are committed to contuing these efforts and sharing related results with all members of the SPS faculty so that similar results might be obtained in academic disciplines not related to business. The SPS Dean is also now discussing possible ways to leverage these impressive results to more effectively market the BSBA Program to prospective students. | |

Result D -- Overall Gain Scores (Entry to Exit)

	BSBA	ACBSP	Faith-based	All US
2016-2017	30%	27%	25%	26%
2017-2018	39%	26%	28%	30%

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.			
		Analysis of Results		
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**

Increase enrollment of BSBA students 50% by 2020.	Use census data from each fall term to count the number of BSBA students enrolled.	Since Fall 1 of 2011, we have averaged 4.4% annual rates of enrollment growth in the BSBA even in the presence of an unexpected negative result in Fall 1 of 2017. Prior to 2017, the cumulative growth rate since 2011 was 45.4%, nicely in keeping with the 2020 goal of 50%.	We have a very promising positive trend despite the result from 2017. Careful analysis of the 2017 result suggested it was produced by three primary factors -- the severe weather that hit the Gulf of Mexico, a marketing mix that was heavily targeted at SPS graduate programs, and a higher than expected number of BSBA degree conferrals.	While we do not have one group of people designated to recruit for the BSBA Program, we have made changes to overall SPS staffing levels and specific assignments of our recruiters. We have also begun to make related changes to our website, recruiting fairs, and marketing mix. Lastly, we have increased our focus on new student retention as described below.	**Number of BSBA Students Enrolled** 2011: 555; 2012: 676; 2013: 764; 2014: 785
Determine the yield rates (inquiry to application as well as inquiry to new students) for the BSBA program and then substantially improve each.	Tally the number of BSBA inquiries recorded each year in Recruit. Then compute the percentage of these who complete the application process as well as the percentage who ultimately enroll in BSBA coursework.	Since 2015, we have adjusted our coding protocols in a manner that allows for the computations of both of these metrics Each of them is trending upward as is shown by the graph to the right.	A more narrow targeting of marketing dollars, combined with related training of admissions personnel can and will allow for improvement in each measure.	Our next step involves further training efforts to sustain improvements in both yield metrics while also increasing inquiry generation overall.	**BSBA Yield Metrics** Inquiry to Enrollment — 2015: 16.6%; 2016: 23.4%; 2017: 24.7% Application to Enrollment — 2015: 33.6%; 2016: 42.6%; 2017: 47.5%
Increase 1st year retention rates of newly recruited BSBA students 10% by 2020	Identify entering cohorts of BSBA students recruited in Fall 1 of each year. Record percentage who enrolled in Fall 1 or 2 of the following academic year.	We are now hovering near a 73% rate of retention.	We have a promising positive (albeit slight) trend but understand that we will have to make further improvements to our processes if we are to realize our goal of approximately 10% by 2020.	We have revamped the new student orientation and made it required for all new students. We have made susbstantive changes to our advising structures and deployed Degree Works, an automated degree planning tool that helps students better understand what courses are required for degree completion.	**1st Year Rates of BSBA Student Retention** 2011: 67%; 2012: 71%; 2013: 71%; 2014: 73%

Double the number of BSBA degree conferrals by 2020	Tally number of BSBA degrees conferred in each academic year.	We are now at 215 BSBA degree conferrals each year.	We have a promising positive trend. 215 is a 100% increase from the number recorded in 2011.	Our next step involves working with these alumni to increase their awareness of the opportunities for graduate study within the SPS. As these students near completion of their BSBA Programs, we are designing and implementing systems to increase their awareness of SPS programs like the Professional MBA.	BSBA Degree Conferrals chart

BSBA Degree Conferrals

	2011		2012		2013		2014	
Number of BSBA Students Enrolle		555		676		764		785

	2015		2016		2017	
Inquiry to Enrollment		16.6%		23.4%		24.7%
Application to Enrollment		33.6%		42.6%		47.5%

	2011		2012		2013		2014	
1st Year Rates of BSBA Student Re		67%		71%		71%		73%

	2011		2012		2013		2014	
BSBA Degree Conferrals		107	135		178		211	

	2015		2016		2017	
Number of BSBA Students Enrolle		792		807		704

Inquiry to Enrollment
Application to Enrollment

	2015		2016	
1st Year Rates of BSBA Student Re		72%		74%

	2015		2016		2017	
BSBA Degree Conferrals	191		203		215	