

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				
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.				
Analysis of Results for MBA					
What is your Student Learner Outcome?	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)
SLO 1: Students did not demonstrate an understanding of foundational theory, principles and knowledge at an advanced level for effective management of modern businesses and organizations.	M1 - The MBA Major Field Achievement Test (MFT) represents an external, direct, summative assessment of the program. All students take the MFT only once. The MFT is a nationally standardized test of learning in an MBA program. The test assesses student learning in five areas: Marketing, Management, Finance, Accounting and Strategic Integration.	For Summer 2013, 14 students completed the major field test for the MBA. 13 (93%) scored above the 25th percentile 11 (79%) scored above the 40th percentile 11 (79%) scored above the 50th percentile 10 (71%) scored above the 60th percentile 4 (29%) scored above the 75th percentile. As a group, our students scored above 70% of students nationally on the overall test. Students also scored above our benchmark of 35% in each subarea of the MFT.	The target was not met. 75 percent of students did not average in the 25th percentile or better on the MBA MFT. At least 60 percent of students did not average in the 40th percentile or better on the MBA MFT. At least 50 percent of students did not average in the 50th percentile or better on the MBA MFT.	Since we do not see a trend or consistent pattern to the data, we suspect that the missed goals may be an outlier caused by a small sample size. Anecdotal evidence supports this possibility. Faculty did not monitor performance over the next year and assess whether the results represent an artifact of small sample size or not and make corrections to instruction as needed.	<p>CU % of Scores within three dimensions over three years</p>
SLO 1: Students did not demonstrate an understanding of foundational theory, principles and knowledge at an advanced level for effective management of modern businesses and organizations.	M2 - As an internal, direct, summative assessment the capstone project entails a case study of a real world business / organization confronted with a real world problem. Students tackle the problem in teams, analyzing it, making decisions and recommending solutions for the problem. Their analysis and decisions need to take into account global ethical dimensions confronting the business / organization.	In the Spring of 2016, three teams of students completed the integrative case project. Each team met or exceeded the target (with 4.9 average judging evaluation scores). In the Fall of 2015, the course was taught online, so no data was collected	The target was met. 100 percent of student teams did not achieve average judge ratings of 3 or better (rating form uses: 1 or 2 does not meet expectations, 3 or 4 meets expectations, and 5 or 6 exceeds expectations) The case project is included the Applied Business Strategy course and is required of all students.	Because the target was met for this measure and SLO, no action plans were initiated	<p>Integrative Mean Scores on a Six-Point Scale</p>
SLO 1: Students did not demonstrate an understanding of foundational theory, principles and knowledge at an advanced level for effective management of modern businesses and organizations.	M3 - The pre-test / post-test constitutes an internal, direct, formative and summative assessment. This measure has both face and content validity. All students entering the MBA program take the pre-test upon admission and prior to taking their first course. The pre-test is compiled from a common core competency test bank that contains questions on all the core classes of the program.	Finance was the only core area class taught during the Summer 2015 semester. The pretest results for the Summer 2015 semester for Finance was 30% (n=12). Pretest results (n=25) for the Fall 2015 semester on the six core areas were as follows: Accounting = 48.8%, Economics = 48.8%, Finance = 33.6%, Marketing = 54.4%, Statistics = 57.6% and Strategy = 41.6%. The pretest results (n=14) for the Spring 2016 semester on the six core areas were as follows: Accounting = 68.6%, Economics = 41.4%, Finance = 12.9%, Marketing = 32.9%, Statistics = 45.7% and Strategy = 44.2%.	The target was not met. For performance in all six core areas of the MBA program is a statistically significant improvement in performance on the post-test from the pretest at the p < 0.005 level. The achievement target set for the pretest post-test is that all six core areas should show a practically significant improvement in performance on the post-test from the pretest with a Cohen's d value of > 0.8.	The post-test performance for all tested core areas during the Fall 2015 semester did not indicate practically significant improvements in students' foundational knowledge. Statistically significant improvements in foundational knowledge were, however, realized. The fact that the improvements in foundational knowledge were disappointing for all tested core areas results	<p>Pre-Post Test Differences</p>
SLO 1: Students will demonstrate an understanding of foundational theory, principles and knowledge at an advanced level for effective management of modern businesses and organizations.	M4 - Upon completion of the MBA program students are required to fill out an exit survey. The exit survey asks students to express their views on the success of the program on all three of the program outcomes. (The three program outcomes refer to providing students with foundational theory, principles and knowledge at an advanced level for effective management of modern businesses and organizations, providing students with critical business skills and competencies needed for effective management of modern businesses and organizations and providing students with an understanding of the process of integrating and applying core competencies and skills in business or business related environments and/or situations.) The exit survey therefore presents a internal, indirect measure of student accomplishment of the learning objectives.	Students rated the program an average of 6.21 out of 7 (1-low to 7-high) with regard to how well the program provided a foundation of theoretical knowledge needed to manage modern organizations. Of the 68 students who completed the exit survey, 66 students (97.06%) indicated (5 or higher) that the program provided foundational theory and knowledge while 2 students (2.94%) indicated that it did not (4 or lower).	The target was met. 80% of graduates rated the program 5 or higher on a 7 point Likert scale indicating that the MBA program provided them with foundational theory, principles and knowledge.	Because the target was met for this measure and SLO, no action plans were initiated	<p>Exit Survey Mean Scores on a scale of 7</p>

	13-14	14-15	15-16	SU14	FA14	SP15	SU15	FA15	SP16
CU	100	80	93	CU Integration					
National	70	48	50	CU Peers					
Regional	93	62	89	1	1	41	84	94	52

	SP13	SP14	SP15	SP16
Integrative Scores	4.9	4.7	5.1	3
SP14-1				
SP14-2				
SP15-1				
SP15-2				
SP16				
Integrative Scores	3	5.1	3.1	5.2

	2013	2014	2015	2016
Accounting	29	24		9.8
Econ		48	49.6	53.6
Fin		38	64	60.1
Mktg	41	47.5	36.85	33.1

	11-12	12-13	13-14	14-15	15-16
	5.89	5.8	5.59	5.42	6.08
	6.06	5.73	5.38	5.73	6.21
	5.76	5.55	5.25	5.58	6.12

Stats 21.5 17.2 46.3

Strategy 44 47.5 49.7 46.8

<p>SLO 2: Students did not develop critical business skills and competencies (communication & teamwork) needed for effective management of modern businesses and organizations</p>	<p>M4 - Upon completion of the MBA program students are required to fill out an exit survey. The exit survey asks students to express their views on the success of the program on all three of the program outcomes—providing students with foundational theory, principles and knowledge at an advanced level for effective management of modern businesses and organizations, providing students with critical business skills and competencies needed for effective management of modern businesses and organizations and providing students with an understanding of the process of integrating and applying core competencies and skills in business or business related environments and/or situations. The exit survey therefore presents a internal, indirect measure of student accomplishment of the learning objectives.</p>	<p>Students rated the program an average of 6.12 out of 7 (1-low to 7-high) with regard to how well the program provided students with critical business skills and competencies needed to manage modern organizations. Five questions on the survey relate to business skills and competencies. Of the responses to these questions, 94.85% (258 responses) rated the program at a 5 or higher and 5.15% (14 responses) rated the program at a 4 or lower. Upon further analysis, on average, for 5 of the 5 questions students rated the program at a 5 or higher in a range from 91.18% to 97.06%.</p>	<p>The target was met. 80% of graduates rated the program 5 or higher on a 7 point Likert scale indicating that the MBA program provided them with foundational theory, principles and knowledge.</p>	<p>Because the target was met for this measure and SLO, no action plans were initiated</p>	<p>Exit Survey Mean Scores on a Scale of 7</p> <table border="1"> <caption>Exit Survey Mean Scores on a Scale of 7</caption> <thead> <tr> <th>Year</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>11-12</td> <td>5.8</td> </tr> <tr> <td>12-13</td> <td>5.5</td> </tr> <tr> <td>13-14</td> <td>5.2</td> </tr> <tr> <td>14-15</td> <td>5.5</td> </tr> <tr> <td>15-16</td> <td>6.2</td> </tr> </tbody> </table>	Year	Mean Score	11-12	5.8	12-13	5.5	13-14	5.2	14-15	5.5	15-16	6.2									
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<p>SLO 3: Students did not integrate and apply core competencies and skills in business or business related environments and/or situations.</p>	<p>M1 - The MBA Major Field Achievement Test (MFT) represents an external, direct, summative assessment of the program. All students take the MFT only once. The MFT is a nationally standardized test of learning in an MBA program. The test assesses student learning in five areas: Marketing, Management, Finance, Accounting and Strategic Integration.</p>	<p>For Spring 2016, 18 students completed the major field test for the MBA. As a group, our students scored above 49% of students nationally in strategic integration. We also compared our students' scores against a peer group of regional universities. As a group, our students scored above 52% of students in strategic integration. For Fall 2015, 15 students completed the major field test for the MBA. As a group, our students scored above 80% of students nationally in strategic integration. We also compared our students' scores against a peer group of regional universities. As a group, our students scored above 94% of students in strategic integration. For Summer 2015, 22 students completed the major field test for the MBA.</p>	<p>The Target was not met. At least 75 percent of students did not average in the 25th percentile or better on the MBA MFT. At least 60 percent of students did not average in the 40th percentile or better on the MBA MFT. At least 50 percent of students did not average in the 50th percentile or better on the MBA MFT. At least 40 percent of students did not average in the 60th percentile or better on the MBA MFT. At least 25 percent of students did not average in the 75th percentile or better on the MBA MFT.</p>	<p>Since we do not see a trend or consistent pattern to the data, we suspect that the missed goals may be an outlier caused by a small sample size. Anecdotal evidence supports this possibility. Faculty will monitor performance over the next year and assess whether the results represent an artifact of small sample size or not and make corrections to instruction as needed.</p>	<p>CU % on Two Dimensions</p> <table border="1"> <caption>CU % on Two Dimensions</caption> <thead> <tr> <th>Year</th> <th>CU Integration (%)</th> <th>CU Peers (%)</th> </tr> </thead> <tbody> <tr> <td>SU14</td> <td>18</td> <td>10</td> </tr> <tr> <td>FA14</td> <td>22</td> <td>15</td> </tr> <tr> <td>SP15</td> <td>45</td> <td>85</td> </tr> <tr> <td>SU15</td> <td>75</td> <td>95</td> </tr> <tr> <td>FA15</td> <td>85</td> <td>98</td> </tr> <tr> <td>SP16</td> <td>55</td> <td>55</td> </tr> </tbody> </table>	Year	CU Integration (%)	CU Peers (%)	SU14	18	10	FA14	22	15	SP15	45	85	SU15	75	95	FA15	85	98	SP16	55	55
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