		Standard #4 Measurement and Analysis of Student Learning and Performance Use this table to supply data for Criterion 4.2.			
Fall 2017-Fall 2018 Assessment Results					
		Analysis of Results			
Performance Measure	**Performance Instrument**	**Current Results**	**Analysis of Results**	**Action Taken**	**Goal 1:** Students will demonstrate working knowledge of the major functional areas of Business and their applications.
Measurable goal and what is 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?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Goal 1: Students will demonstrate working knowledge of the major functional areas of business and their applications. **Target:** At least 70% of students will achieve an aggregate score of 45% or higher on the CPC-Based COMP Exam	Direct, External and Summative: Peregrine Outbound CPC-Based COMP Exam	Current results show that in spring 2018, spring 2019, and fall 2019, approximately 43%, 36%, and 65%, respectively, performed at or above the benchmark on the Peregrine CPC-Based COMP Exam. On a semester-by-semester basis, results show that the aggregate average scores varied from 41 to 45 to 50 in spring 2018, spring 2019, and fall 2019, respectively. Overall, the aggregate mean for BADM students across three semesters was consistently below the ACBSP aggregate mean.	Results indicate that the target of 70% of BADM students attaining an aggregate score of 45% or higher on the CPC-Based Comp Exam was not met over the three semesters.	**Action Taken:** In the first two semesters of administering the Peregrine exam, many students did not take the assessment seriously because there was no penalty for poor performance or non-completion. As a result, the outbound exam has been made to be a requirement in BADM 510 (the Capstone course for all majors). Thus, students who completed the outbound exam in fall 2019 were awarded 3.3% towards their final grade. In order to incentivize students to take the exam more seriously, the assessment committee intends to increase the weight for the outbound exam in BADM 510, from 3.3% to 10% of the course grade.	 **All Majors Total Average Score on Peregrine CPC-Based COMP Exam** Spring 2018 (n=14): 43%, Spring 2019 (n=25): 36%, Fall 2019 (n=23): 65% % of BADM students scoring ≥ 45% Benchmark = 70% of students **Comparison of Aggregate Score for BADM Students to ACBSP Schools** Spring 2018: MCLA 41.00, ACBSP 54.19; Spring 2019: MCLA 44.62, ACBSP 54.07; Fall 2019: MCLA 49.57, ACBSP 54.07 ■MCLA ■ACBSP

	Standard #4 Measurement and Analysis of Student Learning and Performance
Fall 2017-Fall 2018 Assessment 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	Performance Instrument	Current Results	Analysis of Results	Action Taken	PLO 1: Goal 1: Functional Business Knowledge Students will demonstrate working knowledge of the major functional areas of Business and their applications.					
Measurable goal and what is 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?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)					
Goal 1: Functional Business Knowledge Students will demonstrate working knowledge of the major functional areas of Business and their applications. MCLA students in each CPC subject will be at least 45% on the 13 CPC-based Comp subjects.	Summative, External, Comparative data derived from Peregrine Outbound CPC exam	Aggregate difference between MCLA students and all ACBSP schools for the 13 CPC subjects is –8.5%. In spring 2018, target met in only three subjects; in spring 2019, target met in 7 subjects; in fall 2019, target was met in all but one CPC subject (organizational behavior)	Student performance on outbound CPC subjects are generally below ACBSP aggregate pool, though there is an uptick in the fall 2019 results.	A review of the program outcomes and the Peregrine subject questions needs to be undertaken. Results need to continue to be monitored before additional action is taken.	See table below					

CPC Course	Spring 2018		Spring 2019		Fall 2019	
	MCLA	ACBSP	MCLA	ACBSP	MCLA	ACBSP
Accounting	35	53	47	52	49	52
Business Ethics	43	53	40	54	48	54
Business Finance	37	48	43	48	49	48
Macroeconomics	40	49	50	50	48	50
Microeconomics	42	52	38	52	58	52
Global Dimension	52	52	47	52	49	52
Legal Environment	45	58	51	58	50	58
Management	38	57	45	56	50	56
Human Resource	42	61	45	61	65	61
Operations	36	53	39	53	46	53
Organizational Beh.	36	58	52	56	40	56
Marketing	45	54	44	55	54	55
Statistics	37	51	40	51	45	51

Spring 2018-Fall 2019 Assessment Results	

Analysis of Results					
Performance Measure	**Performance Instrument**	**Current Results**	**Analysis of Results**	**Action Taken**	**Goal 2 (Communication Skills):** Students will effectively communicate results of a business issue in both written and oral form.
Measurable goal and what is 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?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Goal 2, Objective 2.1 (written communications) .	**Summative:** 70% of students will obtain a score of 3 or higher on the written Communications rubric. Student artifacts were collected from two courses, ECON 316 and BADM 260	Student performance across the four semesters fell below the benchmark. Percentage of students scoring an average of 3 or higher over the period is as follows: Spring 2018= 60% Fall 2018 = 57% Spring 2019 = 64% Fall 2019 = 48% As a result, benchmark was not met.	There is inconsistency in student performance across the communication dimensions. There is evidence of mastery in contextualizing writing in terms of purpose, grammar and spelling. Greatest need for improvement lies in poor citations practices, organization of essays, and use of transition words.	The current results reinforce the need to increase graded written assignments and do more presentations across the business curriculum. There is a need to work with the English Department to put together writing modules in Business Writing and Presentations course (ENGL 306) and develop a set of common standards for business writing.	Written Communications Overall Results
Goal 2, Objective 2.2 Communication (Presentation skills)	**Formative:** Student project presentations in ECON 316 and BADM 260 formed the basis for assessment. Drs. Whalen and Nondo scored the presentations **Target:** 70% of students will score 3 or higher on a 5-point Likert scale on each assessment criteria	PLO of having 70% of students score a 3 or above on a 5-point Likert scale was only attained in Fall 2018. In successive semesters, only 50% and 40%, respectively, performed at or above the benchmark.	Oral communication skills are apparently a big challenge for a vast majority of our students. Specific weaknesses include lack of confidence, inability to speak clearly and poor organization of the presentation. It is highly possible that students' poor performance on oral presentations is due to lack of rehearsal and preparation.		Oral Presentations Overall Results

			Standard #4 Measurement and Analysis of Student Learning and Performance Use this table to supply data for Criterion 4.2.		
Spring 2018-Fall 2019 Assessment Results					
			Analysis of Results		
Performance Measure	**Performance Instrument**	**Current Results**	**Analysis of Results**	**Action Taken**	**Goal 3 (Analytical and Critical Thinking Skills):** Students will develop analytical and critical thinking skills.
Measurable goal and what is 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?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Goal 3, **Objective 3.2** 70% of BADM students will score 45% or higher on the Macroeconomics portion of the Peregrine exam.	Peregrine CPC macroeconomics Exam – Outbound, Direct, Summative, External, Comparative data from results of all ACBSP programs reviewed.	The three data points indicate that the performance on PLO# 3 was not attained.	BADM aggregate score for spring 2018 and fall 2019 was below ACBSP aggregate mean by 3.5% points.	Because students have consistently failed to meet the target, faculty will attempt to review the Peregrine topics to identify areas for improvement and alignment with the curriculum. Faculty will also determine if the target of 45% should be adjusted, as well as implement measures that will encourage students to take the Peregrine exam more seriously. To encourage students to take the Peregrine exam seriously, this is now also part of their grade in a senior course.	 **PLO#3:-% of BADM Students Scoring Above 70% on Peregrine macroeconomics CPC Exam** Spring 2018 (n=14): 36%; Spring 2019 (n=22): 45%; Fall 2019 (n=23): 52%; Benchmark (70% of students) **PLO#3: Longitudinal Comparison of BADM Students to ACBSP on CPC Macroeconomics Exam** Spring 2018 (n=14): BADM 40, ACBSP 49.44; Spring 2019 (n=25): BADM 50.43, ACBSP 49.59; Fall 2019 (n=23): BADM 47.83, ACBSP 49.59

		Standard #4 Measurement and Analysis of Student Learning and Performance Use this table to supply data for Criterion 4.2.			
Fall 2017-Fall 2019 Assessment Results					
		Analysis of Results			
Performance Measure	**Performance Instrument**	**Current Results**	**Analysis of Results**	**Action Taken**	**Goal 4: Students will demonstrate quantitative skills and abilities by solving business problems and make sound business decisions.**
Measurable goal and what is 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?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Goal 4: Decision Making and Quantitative Skills Objective 4.1, At least 70% of students will earn 70% on embedded questions in statistics for Business (ECON 316).	Summative, direct, and internal assessment based on embedded exam questions.	Student performance in fall 2017 and spring 2018 exceeded the benchmark; in subsequent semesters, performance was well below the goal. Average scores are: Fall 2017= Spring 2018= Fall 2018 = Spring 2019 Fall 2019 =	The performance on PLO# 4 for three semesters was below the goal of 70%.	Curriculum changes were made to the statistics course by making it a two-series course, i.e., MATH 232, from the Math Department became the prerequisite course. It is envisaged that these changes will provide students foundational knowledge which will ultimately help them succeed in ECON 316. Faculty will monitor the performance of students following the curriculum changes.	**Summative Assessment of Quantitative Skills** Assessment Data: Fall 2017 (n=16) 81%, Spring 2018 (n=20) 85%, Fall 2018 (n=21) 62%, Spring 2019 (n=14) 57%, Fall 2019 (n=10) 50.00%. Benchmark (70%).
Objective 4.2 Seventy percent of students will achieve a score of 70% or higher on the assignment in Information Technology for Business (BADM 110).	Formative, direct, and internal measure based on performance on end-of-unit exercises in Information Technology for Business (BADM 110).	Student performance in exceeded the benchmark in all semesters except fall 2018.	Students are scoring right above the benchmark of 70%.	Different faculty have taught BADM 110 and as a result, it is difficult to determine the consistency in SLO assessment. Continue to monitor and ensure consistent faculty grading and use of rubric in the course sections.	**Summative Assessment of Information Technology & Computer Literacy** Assessment Data: Fall 2017 73%, Spring 2018 77%, Fall 2018 69%, Spring 2019 84%. Benchmark 70%.

		Standard #4 Measurement and Analysis of Student Learning and Performance			
		Use this table to supply data for Criterion 4.2.			
Fall 2017-Fall 2018 Assessment 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	Performance Instrument	Current Results	Analysis of Results	Action Taken	**Goal 5:** Students will demonstrate the ability to recognize the underlying ethical, legal and sustainability implications inherent in business situations
Measurable goal and what is 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?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Goal 5: Legal, Ethical, and Social Responsibility Awareness **Objective 5.1 Target Level:** 70% of BADM students will score 45% or higher on the Business Ethics portion of the Peregrine exam.	Summative, direct, and external measure based on Peregrine Comprehensive Exam(Business Ethics-CPC)	Spring 2018, average score was 42.73% for all BADM students, while 36% achieved the benchmark; in Fall 2018, average score was 40% and only 52% met the benchmark; fall 2019 average score was 49% and only 57% met the benchmark. The three data points show that the performance target has not been met.	There appears to be upward trend in the number of students meeting the performance benchmark. Nonetheless, students are consistently performing below the benchmark.	Evaluate all Business Ethics for adequacy of content coverage and learning outcome consistency. To encourage students to take the Peregrine exam seriously, this is now also part of their grade in a senior course.	 **Goal 5, Objective 5.1**

		Standard #4 Measurement and Analysis of Student Learning and Performance Use this table to supply data for Criterion 4.2.			
Spring 2018-Fall 2019 Assessment Results					
		Analysis of Results			
Performance Measure	**Performance Instrument**	**Current Results**	**Analysis of Results**	**Action Taken**	**Goal 6:** Students will demonstrate working knowledge of the major functional areas of Business and their applications.
Measurable goal and what is 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?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Goal 5, Objective 5.2 Identify legal issues in a business situation and evaluate the interrelationship between regulatory requirements and strategic decision-making.	Summative, direct, and external measure based on Peregrine Comprehensive Exam(Business Ethics-CPC)	The three data points show that the performance target has not been met. Students average score on the outbound Ethics CPC exam was 37%, 43%, and 49% in spring 2018, spring 2019, and fall 2019, respectively.	Between spring 2018 and spring 2019, number of students meeting the target increased by 11%; however, there is no change in student performance between spring 2019 and fall 2019.	Evaluate the Business Ethics course for adequacy of content and coverage. In an effort of encouraging students to take the Peregrine exam seriously, the CPC exam is now part of their grade in Seminar in Business Policy (BADM 510).	

Spring 2020 Assessment (Outbound Exam) Report

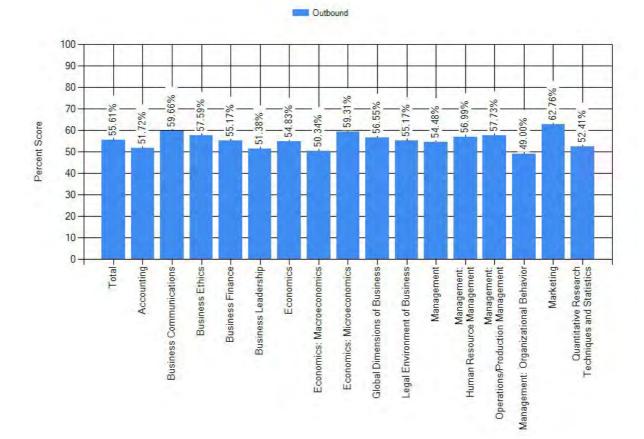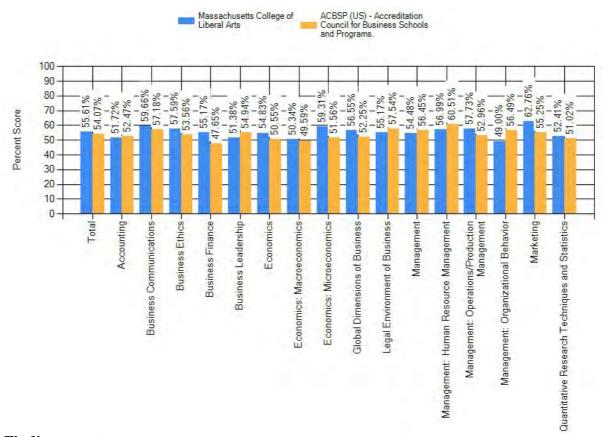Department of Business Administration and Economics

Figure 1: Outbound Overall Exam Results (n=29)

Findings: Highest aggregate score for BADM students was in Marketing (62.76%) while lowest score was in organizational behavior (49%). Overall aggregate score was 55.61%. Based on the Peregrine competency grade interpretation (see table below), BADM aggregate score was average in all CPC subjects except Marketing, which was rated above average.

Peregrine Relative Interpretation of Student Competency

Grade Range	Proficiency Level
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very low

Figure 2: CPC Subject Score Comparison to ACBSP (US)

Findings: The figure above shows that MCLA aggregate scores were above the ACBSP (US) in the following CPC subjects: Business Communications, Business Ethics, Business Finance, Economics (Microeconomics and Macroeconomics), Global Dimensions of Business, Operations Management, Marketing, and Statistics. The aggregate score for all CPC subjects was 55.61 percent compared to the ACBSP mean score of 54.07%.

Overall, 76% of students had an aggregate score of 70% or above, hence benchmark was met.
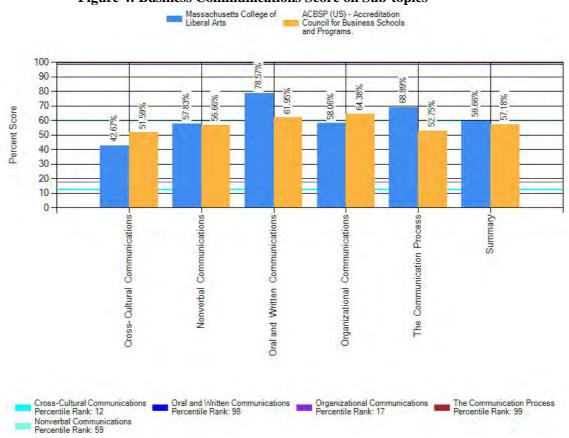
Figure 3: Accounting Subject Score on Sub-topics

Accounting Assessment Summary

	Outbound
Sample Size	29
Mean Score	51.72%
Standard Deviation	21.06
Min Score	10%
Max Score	90%
Median Score	50%
Mode	40%
Percentile Rank	46%

Findings: 17 out of 29 or 59% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was not met.**
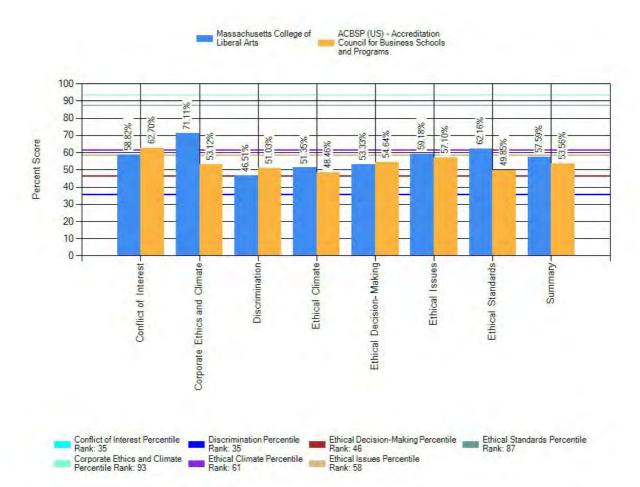
Figure 4: Business Communications Score on Sub-topics

Business Communications Assessment Summary Statistics

	Outbound
Sample Size	29
Mean Score	59.66%
Standard Deviation	21.13
Min Score	20%
Max Score	100%
Median Score	60%
Mode	70%
Percentile Rank	63%

Findings: 23 out of 29 or 79% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was met.**
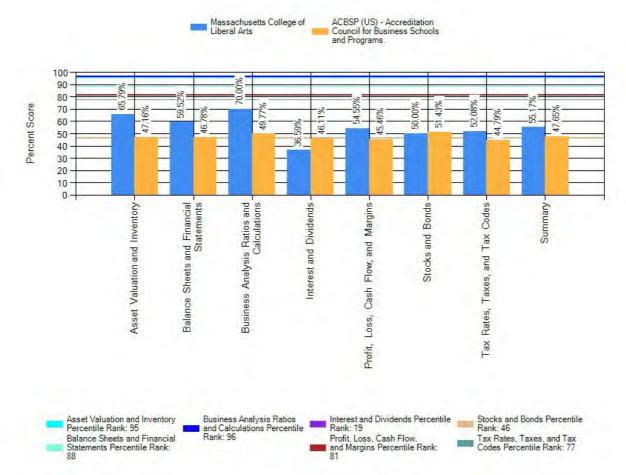
Figure 5: Business Ethics Subject Score on Sub-topics

Business Ethics Assessment Summary Statistics

	Outbound
Sample Size	29
Mean Score	57.59%
Standard Deviation	23.25
Min Score	20%
Max Score	100%
Median Score	60%
Mode	60%
Percentile Rank	67%

Findings: 21 out of 29 or 72% of students achieved a score of 45% or higher; hence **target of having at 70% of students score 45% or above was met.**
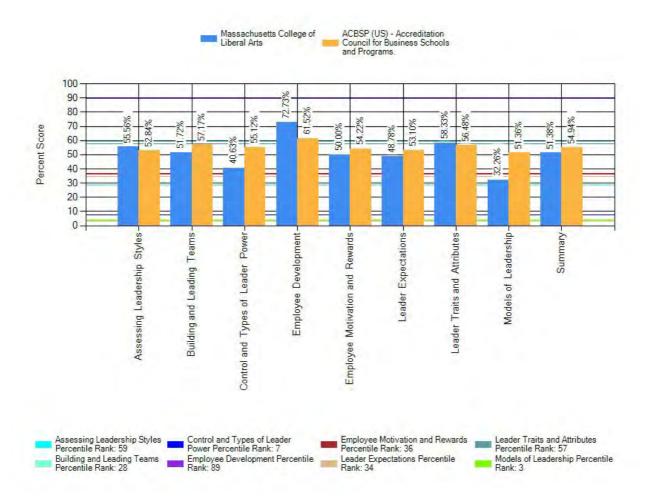
Figure 6: Business Finance Score on Sub-topics

Business Finance Assessment Summary Statistics

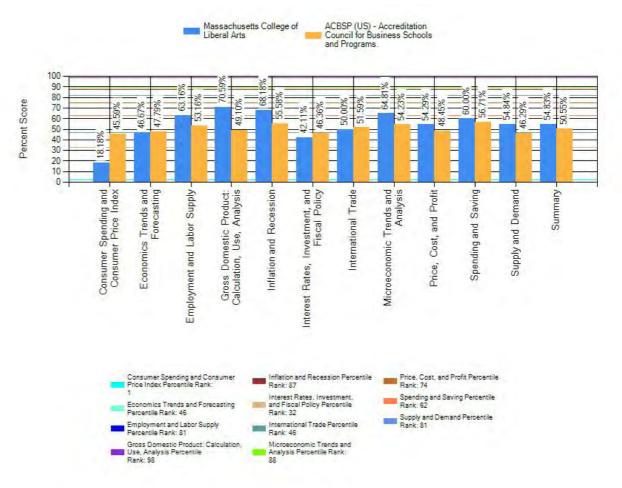|	Outbound
Sample Size	29
Mean Score	55.17%
Standard	22.78
Min Score	20%
Max Score	100%
Median Score	50%
Mode	60%
Percentile Rank	81%

Findings: 19 out of 29 or 66% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or higher was not met.**

Figure 7: Leadership Score on Sub-topics

Business Leadership Assessment Summary Statistics

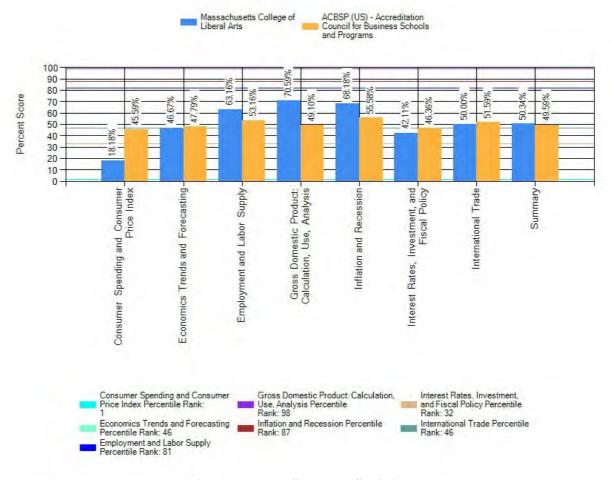|	Outbound
Sample Size	29
Mean Score	51.38%
Standard Deviation	21.50
Min Score	0%
Max Score	90%
Median Score	60%
Mode	60%
Overall Score	51.38%
Percentile Rank	32%

Findings: 18 out of 29 or 62% of students scored achieved a score of 45% or higher; hence target of having at least 70% of students score 45% or above **was not met**.

Figure 8: Economics Score on Sub-topics

Economics Assessment Summary Statistics

	Outbound
Sample Size	29
Mean Score	54.83%
Standard	20.64
Min Score	10%
Max Score	90%
Median Score	60%
Mode	60%
Percentile Rank	72%

Findings: 20 out of 29 or 69% of students achieved a score of 45% or higher; hence target of having at least 70% of students score 45% or above **was not met**.
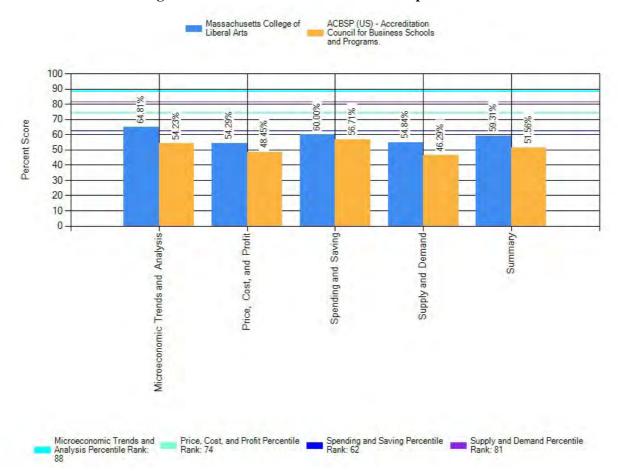
Figure 9: Macroeconomics Score on Sub-topics

Macroeconomics Assessment Summary Statistics

	Outbound
Sample Size	29
Mean Score	50.34%
Standard	29.09
Min Score	0%
Max Score	100%
Median Score	60%
Mode	60%
Percentile	53%

Findings: 18 out of 29 or 62% of students achieved a score of 45% or higher; hence target of having at least 70% of students score 45% or above **was not met**.
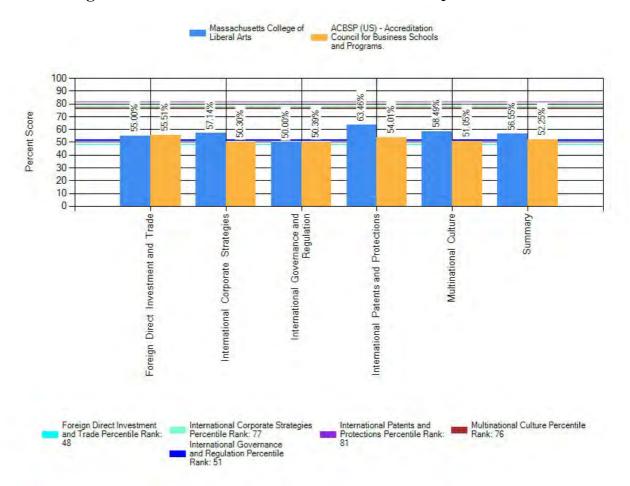
Figure 10: Microeconomics Score on Sub-topics

Microeconomics Assessment Summary Statistics	
	Outbound
Sample Size	29
Mean Score	59.31%
Standard Deviation	25.34
Min Score	0%
Max Score	100%
Median Score	60%
Mode	80%
Percentile Rank	84

Findings: 20 out of 29 or 69% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was not met.**
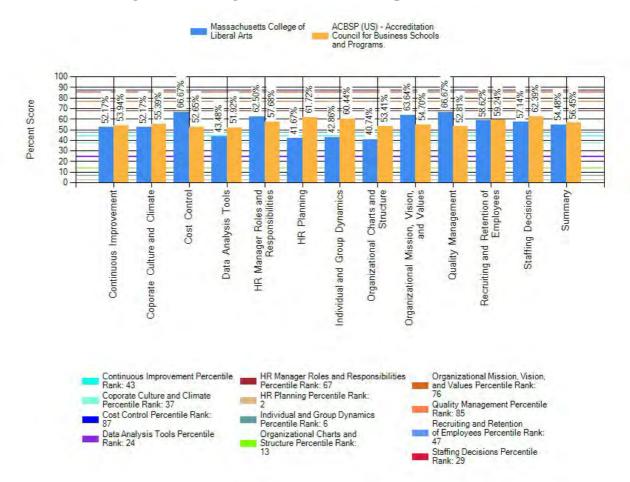
Figure 11: Global Dimensions of Business Score on Sub-topics

Global Dimensions of Business Assessment Summary Statistics

	Outbound
Sample Size	29
Mean Score	56.55%
Standard Deviation	20.40
Min Score	20%
Max Score	90%
Median Score	60%
Mode	50%
Percentile Rank	70

Findings: 21 out of 29 or 72% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was met.**
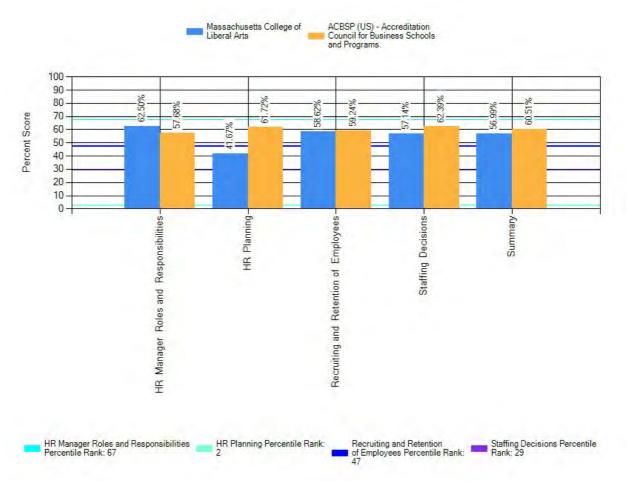
Figure 12: Management Score on Sub-topics

Management Assessment Summary Statistics

	Outbound
Sample Size	29
Mean Score	54.48%
Standard Deviation	25.58
Min Score	0%
Max Score	90%
Median Score	50%
Mode	80%
Percentile Rank	43

Findings: 18 out of 29 or 62% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was not met.**
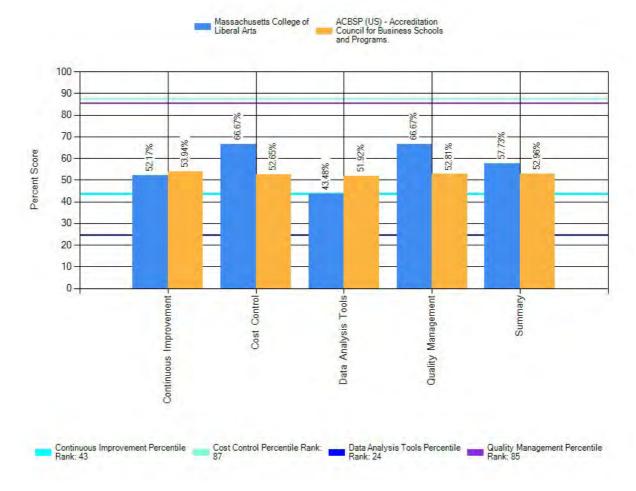
Figure 13: Human Resource Management Score on Sub-topics

Human Resources Management Assessment Summary Statistics

Sample Size	29
Mean Score	56.99%
Standard Deviation	35.92
Min Score	0%
Max Score	100%
Median Score	67%
Mode	100%
Aggregate Score	56.99
Percentile Rank	31

Findings: 17 out of 29 or 59% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was not met.**

Figure 14: Operations/Production Management Score on Sub-topics

Operations/Production Management Assessment Summary Statistics

Sample Size	29
Mean Score	57.73%
Standard Deviation	30.58
Min Score	0%
Max Score	100%
Median Score	67%
Mode	67%
Percentile Rank	68

Findings: 21 out of 29 or 72% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was met.**
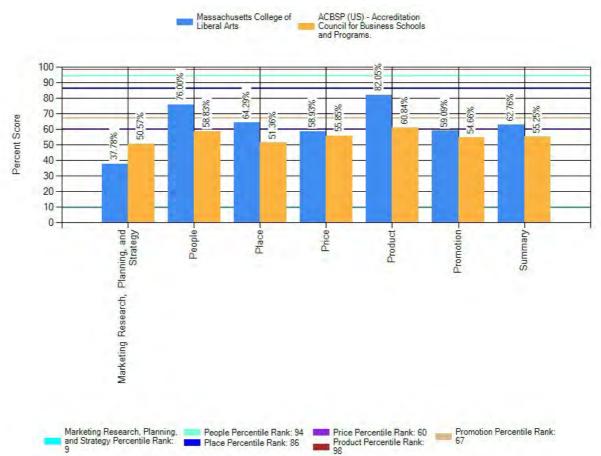
Figure 15: Organizational Behavior Score on Sub-topics

Organizational Behavior Summary Assessment Statistics

Sample Size	29
Mean Score	49.00%
Standard Deviation	30.52
Min Score	0%
Max Score	100%
Median Score	50%
Mode	67%
Percentile Rank	23

Findings: 17 out of 29 or 59% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was not met.**

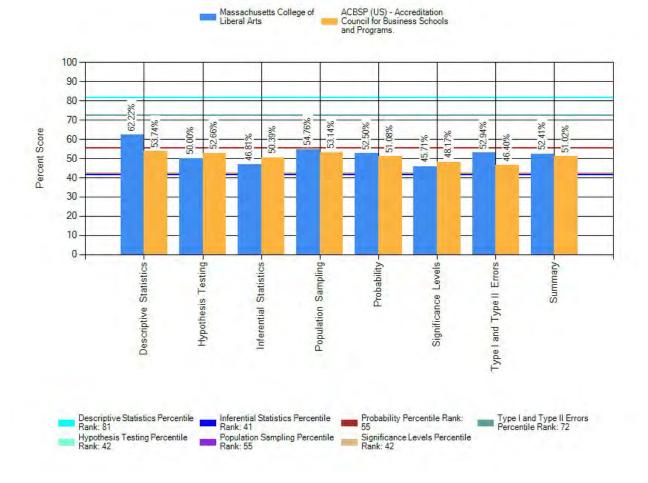**Figure 16: Marketing Score on Sub-topics**

Marketing Summary Assessment Statistics

Sample Size	29
Mean Score	62.76%
Standard Deviation	18.30
Min Score	20%
Max Score	90%
Median Score	60%
Mode	60%
Percentile Rank	82

Findings: 25 out of 29 or 86% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was met.**
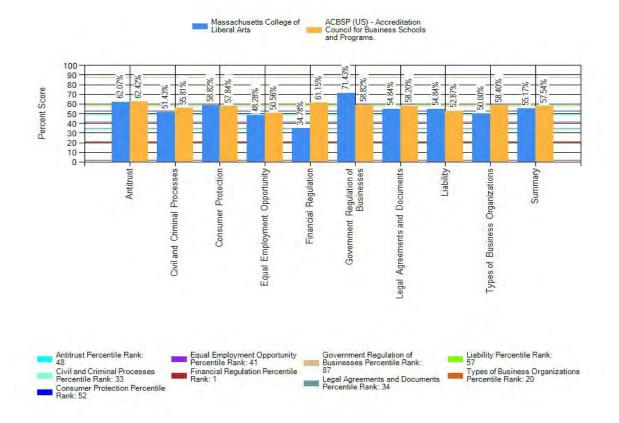
Figure 17: Quantitative Research Techniques and Statistics Score on Sub-topics

Quantitative Research Techniques and Statistics Assessment Summary Statistics	
Sample Size	29
Mean Score	52.41%
Standard Deviation	20.64
Min Score	0%
Max Score	90%
Median Score	50%
Mode	50%
Percentile Rank	52

Findings: 22 out of 29 or 76% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was met.**

Figure 18: Legal Environment of Business Score on Sub-topics

Legal Environment of Business Outbound Assessment Summary Statistics

Sample Size	29
Mean Score	55.17%
Standard Deviation	22.93
Min Score	20%
Max Score	100%
Median Score	50%
Mode	40%
Overall Score	55.17%
Percentile Rank	37

Findings: 19 out of 29 or 66% of students achieved a score of 45% or higher; hence **target of having at least 70% of students score 45% or above was not met.**