

Figure 4.2 - 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	<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>														
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results											
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<p>Program - MBA; SLO B - "Apply Course Material" Evaluate Appropriate Methods to Collect, Analyze, and Interpret Numerical Information; Goal - 75% of the MBA students would make a 85% or higher</p>	<p>In BUS 501 (Management Thought and Applications) - This is measured through class 360 career assessment project. All sections of the class use the same external consulting tool to do a 360 peer assessment that measures their workplace performance compared to their supervisor expectation. This is an indirect, formative, external assessment.</p>	<p>Students are gaining valuable feedback on their peer's perceptions at work as well as learning what their "blind spots" are. Many students have a hard time quickly understanding the combination of 360 and self-assessment to identify the meaning behind their gaps & "blind spots".</p>	<p>Need to create new milestones in the project in order to increase the engagement and practical understanding of 360 tools.</p>	<p>Implementing homework at the beginning of the course that takes a sample executive 360 gap analysis. This homework will give the student practical tools that they can later use to understand their own 360. Finally we want to strengthen the student discovery of what their blind spot is by interviewing their peers.</p>	<table border="1"> <caption>MBA SLO #2 in BUS 501</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=29)</td> <td>87</td> </tr> <tr> <td>15/16 (N=51)</td> <td>87</td> </tr> <tr> <td>F16/S17 (N=95)</td> <td>83</td> </tr> <tr> <td>F17 (N=27)</td> <td>89</td> </tr> </tbody> </table>	Year	Score	14/15 (N=29)	87	15/16 (N=51)	87	F16/S17 (N=95)	83	F17 (N=27)	89
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<p>Program - MBA; SLO B - "Apply Course Material" Evaluate Appropriate Methods to Collect, Analyze, and Interpret Numerical Information; Goal - 75% of the MBA students would make a 85% or higher</p>	<p>In BUS 501 (Management Thought and Applications) - This is measured through Week #3 Mid-term Case Study on Medical Company Startup. All sections of the class use the same case. This is a direct, formative, external assessment.</p>	<p>Students were completing requirements of the course. However this course has 3 case studies in the span of 6 weeks and students are overwhelmed by the workload. In Fall 2017 changed the mid-term case to be an online quiz about the case study. This approach completely failed due to the misunderstanding of the questions posed.</p>	<p>Students are able to express their thoughts in an essay much easier than choosing a multiple choice answer. Multiple choices are often misunderstood by the student.</p>	<p>We will return to the conventional case study but decrease the length of the cases to 6 pages instead of 12 pages.</p>	<table border="1"> <caption>MBA SLO #2 in BUS 501</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=29)</td> <td>86</td> </tr> <tr> <td>15/16 (N=51)</td> <td>83</td> </tr> <tr> <td>F16/S17 (N=95)</td> <td>79</td> </tr> <tr> <td>F17 (N=27)</td> <td>68</td> </tr> </tbody> </table>	Year	Score	14/15 (N=29)	86	15/16 (N=51)	83	F16/S17 (N=95)	79	F17 (N=27)	68
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<p>Program - MBA; SLO A & B & C - "Development of Business Knowledge" "Apply Course Material" & "Integration of Ethical Principles"; Goal - 75% of the MBA students would make a 85% or higher</p>	<p>In BUS 501 (Management Thought and Applications) - The three SLOs are measured through Week #6 Personal Development Journal that asks students to identify the greatest learning take away in each SLO. All sections of the class use the same problems. This is a direct, summative, internal assessment.</p>	<p>Students are completing this assignment with ease. This assignment's objective is developmental in helping students identify key learning outcomes.</p>	<p>Very effective for the student as well as the teacher in knowing what the essential SLOs are from the student's perspective.</p>	<p>Incorporate the Professional Development Journal in 2 other key MBA courses to gauge student progress in the program. BUS 501 (beginning), BUS 515 (middle) and BUS 560 (end).</p>	<p>MBA SLO #1, 2 & 3 in BUS 501</p> <table border="1"> <caption>MBA SLO #1, 2 & 3 in BUS 501</caption> <thead> <tr> <th>Year</th> <th>SLO #1 Score</th> <th>SLOs 2 & 3 Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=29)</td> <td>93</td> <td>85</td> </tr> <tr> <td>15/16 (N=51)</td> <td>91</td> <td>85</td> </tr> <tr> <td>F16/S17 (N=95)</td> <td>89</td> <td>85</td> </tr> <tr> <td>F17 (N=27)</td> <td>96</td> <td>85</td> </tr> </tbody> </table>	Year	SLO #1 Score	SLOs 2 & 3 Score	14/15 (N=29)	93	85	15/16 (N=51)	91	85	F16/S17 (N=95)	89	85	F17 (N=27)	96	85
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<p>Program - MBA; SLO A - "Development of Business Knowledge"; Goal - 75% of the MBA students would score 85% or higher</p>	<p>In BUS 515 (Financial Management) - This is measured through answers in homework/quizzes. All sections of the class use similar problems. This is a direct, formative, internal assessment.</p>	<p>Students typically do well in the untimed homework environment with access to the spreadsheets and tools developed in the course.</p>	<p>The results indicate students have an acceptable level of knowledge of finance when assessed using homework/quizzes.</p>	<p>This assessment will continue to be used as the foundational building block for measuring financial knowledge. The assessment has evolved from a textbook homework management system (i.e. Aplia) into an instructor designed Canvas quiz system.</p>	<p>MBA SLO #1 in BUS 515</p> <table border="1"> <caption>MBA SLO #1 in BUS 515</caption> <thead> <tr> <th>Year</th> <th>SLO #1 Score</th> <th>Other Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=14)</td> <td>70</td> <td>75</td> </tr> <tr> <td>15/16 (N=31)</td> <td>88</td> <td>75</td> </tr> <tr> <td>16/17 (N=76)</td> <td>88</td> <td>75</td> </tr> </tbody> </table>	Year	SLO #1 Score	Other Score	14/15 (N=14)	70	75	15/16 (N=31)	88	75	16/17 (N=76)	88	75			
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<p>Program - MBA; SLO B - "Apply Course Material" ; Goal - 75% of the MBA students would score 85% or higher</p>	<p>In BUS 515 (Financial Management) - This is measured through Case #2. All sections of the class use a similar case. This is a direct, formative, internal assessment.</p>	<p>The case 2 assignment builds on the course material developed throughout the semester. Students that have struggled with any one concept have problems integrating the material into a cohesive whole.</p>	<p>The primary thing that I have learned is that it is difficult to grade individual cases using spreadsheets as the size of the program has increased dramatically.</p>	<p>I prefer to use individual cases in that I assign students individual grades. Group skills are not developed in my class. However, students who successfully complete the case have a much broader understanding of the course material. I plan to continue using individual cases to assess "application".</p>	<p>MBA SLO #2 in BUS 515</p> <table border="1"> <caption>MBA SLO #2 in BUS 515</caption> <thead> <tr> <th>Year</th> <th>SLO #2 Score</th> <th>Other Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=14)</td> <td>79</td> <td>75</td> </tr> <tr> <td>15/16 (N=31)</td> <td>71</td> <td>75</td> </tr> <tr> <td>16/17 (N=76)</td> <td>84</td> <td>75</td> </tr> </tbody> </table>	Year	SLO #2 Score	Other Score	14/15 (N=14)	79	75	15/16 (N=31)	71	75	16/17 (N=76)	84	75			
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<p>Program - MBA; SLO C - "Integration of Ethical Principles"; Goal - 90% of the MBA students would score 90% or higher</p>	<p>In BUS 515 (Financial Management) - This is measured through Biblical integration writing/discussion #1. All sections of the class use similar writing prompts/discussion questions. This is a direct, formative, internal assessment.</p>	<p>Students typically excel on this assessment. The ability to integrate ethical principles is a distinguishing feature of our students.</p>	<p>The results tend to enhance my perception of the applicability of ethical principles to financial decision making and also allow students to learn from one another.</p>	<p>This assessment has evolved from individual writing assignments to discussion board participation. The discussion board allows students to see, respond to, and learn from their classmates.</p>	<p>MBA SLO #3 in BUS 515</p> <table border="1"> <caption>MBA SLO #3 in BUS 515</caption> <thead> <tr> <th>Year</th> <th>SLO #3 Score</th> <th>Other Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=14)</td> <td>86</td> <td>90</td> </tr> <tr> <td>15/16 (N=31)</td> <td>97</td> <td>90</td> </tr> <tr> <td>16/17 (N=76)</td> <td>97</td> <td>90</td> </tr> </tbody> </table>	Year	SLO #3 Score	Other Score	14/15 (N=14)	86	90	15/16 (N=31)	97	90	16/17 (N=76)	97	90			
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<p>Program - MBA; SLO C - "Integration of Ethical Principles"; Goal - students would make a 85% or higher</p>	<p>In BUS 560 (Global Business) - This is measured through FORUM DISCUSSION Helping without hurting or Genesis 37 discussion. All sections of the class use the same discussion. This is a direct, formative, internal assessment.</p>	<p>We are achieving our goals.</p>	<p>Students are impacted by the ethical discussion in Global Business around issues of poverty. The video series that we watch contrast the diametrically apposed perspective of what is poverty in the West versus the rest of the world.</p>	<p>We continue to use this teaching tool but will include a writing assignment to further increase the business student understanding of ethnocentric behavior.</p>	<table border="1"> <caption>MBA SLO #3 in BUS 560</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=32)</td> <td>94</td> </tr> <tr> <td>15/16 (N=53)</td> <td>93</td> </tr> <tr> <td>F16/S17 (N=32)</td> <td>96</td> </tr> </tbody> </table>	Year	Score	14/15 (N=32)	94	15/16 (N=53)	93	F16/S17 (N=32)	96
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<p>Program - MBA; SLO B - "Apply Course Material" Evaluate Appropriate Methods to Collect, Analyze, and Interpret Numerical Information; Goal - students would make a 85% or higher on their group country project</p>	<p>In BUS 560 (Global Business) - This is measured through a final group business case. In this exercise the team looks at the viability of starting a new service or product in a different country.</p>	<p>We are achieving our goals.</p>	<p>Students are able to create a feasibility study on taking a product / service they know to a different international market. This is a very successful tool in allowing students to engage with cross cultural business elements.</p>	<p>The next step in developing this group project is to seek real business projects. We are able to do feasibility studies for local non-profit or for profit companies looking to expand their services/products overseas.</p>	<table border="1"> <caption>MBA SLO #1 & 2 in BUS 560</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=32)</td> <td>87</td> </tr> <tr> <td>15/16 (N=53)</td> <td>87</td> </tr> <tr> <td>F16/S17 (N=32)</td> <td>91</td> </tr> </tbody> </table>	Year	Score	14/15 (N=32)	87	15/16 (N=53)	87	F16/S17 (N=32)	91
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<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1, 2 & 3; Goal - The graduating BS seniors would achieve a percentile score compared to other students taking the MFT test.</p>	<p>The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes</p>	<p>We are achieving our desired objectives in overall BS in business content effectiveness. However, we are loosing momentum over the past academic year.</p>	<p>Overall our students have done well in the program. Our department is growing in substantial ways creating a strain on number of sections offered and the need to have consistency in the sections.</p>	<p>We are creating full time faculty member to head up each content area. This faculty member will be responsible for standarizing the content of all sections in their courses.</p>	<table border="1"> <caption>MFT Percentile comparison: BS in Business</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=68)</td> <td>75</td> </tr> <tr> <td>15/16 (N=69)</td> <td>75</td> </tr> <tr> <td>F16/S17 (N=62)</td> <td>55</td> </tr> </tbody> </table>	Year	Score	14/15 (N=68)	75	15/16 (N=69)	75	F16/S17 (N=62)	55
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<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1, 2 & 3; Goal - The graduating BS seniors would achieve a score of 125 on the MFT test.</p>	<p>The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes</p>	<p>We are achieving our desired objectives in overall BS in business content effectiveness. However, we are loosing momentum over the past academic year.</p>	<p>Overall our students have done well in the program. Our department is growing in substantial ways creating a strain on number of sections offered and the need to have consistency in the sections.</p>	<p>We are creating full time faculty member to head up each content area. This faculty member will be responsible for standarizing the content of all sections in their courses.</p>	<table border="1"> <caption>MFT Mean BS in Business</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=68)</td> <td>155</td> </tr> <tr> <td>15/16 (N=69)</td> <td>155</td> </tr> <tr> <td>F16/S17 (N=62)</td> <td>152</td> </tr> </tbody> </table>	Year	Score	14/15 (N=68)	155	15/16 (N=69)	155	F16/S17 (N=62)	152
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<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in accounting.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are exceeding our goals.	Our emphasis on analysis and financial statements is effective.	Over the past 3 years, we have coordinated our material from ACC 201/202 to ensure that the appropriate subject areas are given the necessary coverage. We have also added pre-tests and post-tests. We will continue to monitor the yearly results and make the necessary adjustments.	<p>MFT results BS in Business: Accounting</p> <table border="1"> <caption>MFT results BS in Business: Accounting</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=68)</td> <td>65</td> </tr> <tr> <td>15/16 (N=69)</td> <td>90</td> </tr> <tr> <td>F16/S17 (N=62)</td> <td>65</td> </tr> </tbody> </table>	Year	Score	14/15 (N=68)	65	15/16 (N=69)	90	F16/S17 (N=62)	65
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<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in management.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are achieving our desired objectives in overall BS in business management content. We should look to increasing our benchmark goal.	While the standard has been achieved in the BS program in business management there is an opportunity for continuous improvement.	The principles of management course was redesigned to ensure the coverage of the four functions of management. (Planning, Organizing, Leading, and Controlling) A review of the topics that might be covered on the MFT were covered in BUS 490 prior to the MFT exam. The new faculty member over BUS 490 has also asked what Management specific topics we	<p>MFT results BS in Business: Management</p> <table border="1"> <caption>MFT results BS in Business: Management</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=68)</td> <td>80</td> </tr> <tr> <td>15/16 (N=69)</td> <td>60</td> </tr> <tr> <td>F16/S17 (N=62)</td> <td>50</td> </tr> </tbody> </table>	Year	Score	14/15 (N=68)	80	15/16 (N=69)	60	F16/S17 (N=62)	50
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<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in finance.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are achieving our goals.	The spring of 2015 was a banner year for the FINECO concentration with 17 graduates. This high concentration of FINECO grads had a noticeable affect on the ETS subscores for finance.	No action taken. When the FINECO numbers increase (e.g. Spring 2018) we expect to see an increase in the ETS finance subscore. The scores for 15/16 and 16/17 are roughly right at the 50th percentile (e.g. the 43.3 score in 16/17 is the 43rd percentile using a 43 but would be the 51st percentile if the score was 44).	<p>MFT results BS in Business: Finance</p> <table border="1"> <caption>MFT results BS in Business: Finance</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=68)</td> <td>75</td> </tr> <tr> <td>15/16 (N=69)</td> <td>50</td> </tr> <tr> <td>F16/S17 (N=62)</td> <td>40</td> </tr> </tbody> </table>	Year	Score	14/15 (N=68)	75	15/16 (N=69)	50	F16/S17 (N=62)	40
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<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in marketng.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are achieving our goals. MFT results demonstrate our students abilities far above national averages	Continue active learning with projects integrated into the class	We have added an extra marketing professor who provides strong expertise in Consumer and Internet foci.	<p>MFT results BS in Business: Marketing</p> <table border="1"> <caption>MFT results BS in Business: Marketing</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=68)</td> <td>75</td> </tr> <tr> <td>15/16 (N=69)</td> <td>90</td> </tr> <tr> <td>F16/S17 (N=62)</td> <td>60</td> </tr> </tbody> </table>	Year	Score	14/15 (N=68)	75	15/16 (N=69)	90	F16/S17 (N=62)	60
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<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in economics.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are not achieving our goals.	In general, we are consistently below average in our content-area scores. Given the broadness of Economics (Micro and Macro), this may be due to a disconnect between the areas of focus being evaluated on the standardized test and the areas of focus in the classroom. It may also	The primary action item is to better align the test questions to the relevant material being taught in class, which implies a new testing approach which focuses on each area of Economics (Micro and Macro) and which addresses the more relevant and salient foundational information that undergirds the basic theories related to Micro and Macroeconomics.	<p>MFT results BS in Business: Economics</p>
<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in quantitative analysis.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are achieving our goals.	The faculty have taken a very quantitative approach to teaching statistics which has been very successful in student outcomes.	We are looking to incorporate Excel based computation tools to assist the students in the Statistics. Furthermore the problems will be taken from real life business contexts.	<p>MFT results BS in Business: Quantitative Analysis</p>
<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in legal.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are not achieving our goals but have done so in the past.	Our emphasis has been on general concepts in business legal knowledge.	We are using one professor lawyer to teach all of the sections of the course. We have been offering online sections of this course but are starting to offer an evening section to increase student learning.	<p>MFT results BS in Business: Legal</p>

		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2
	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				
Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in international issues.	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are not achieving our goals.	Our emphasis has been on general concepts in international business knowledge rather than specific information. The MFT test questions target specific treaties and details that our curriculum does not address.	We are moving away from MFT and will be using Pelligrin to assess and benchmark our business student learning outcomes.	MFT results BS in Business: International Issues
Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #3; Goal - The graduating BS seniors would correctly answer 50% of the questions in information systems.	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are achieving our goals.	The results taught us that we achieved our learning outcomes for this goal but that we have opportunity to improve student performance. When evaluating the results, we concluded that the students might benefit from earlier	We are currently revising the content of our introductory CIS 120 course to include more spreadsheet content. We are also revising the content of our advanced CIS 352 course to then cover more advanced spreadsheet content as well as cover the database content from both the introductory CIS course and the advanced CIS	MFT results BS in Business: Information Systems
Program - BS in Accounting SLO #1 & 2 ; Demonstrate knowledge in the field of accounting - specifically an understanding of the Accounting Conceptual Framework & application. GOAL - Achieve an 80% in their comprehensive test CPA FAR Exam.	Course: ACC 492 Special Topics in Accounting. FAR CPA Exam, knowledge & application of the Accounting Conceptual Framework is required. Students will be exposed to the conceptual framework required to pass the CPA exam through the accounting core curriculum.	We are achieving our goals. The curriculum was revised and the first data point is in 15/16. For Spring of 2016, the class could be taken as pass/fail for 9 of the students and 7 took it as a grade.	Group work will still be involved but there will also be an individual testing component to hold individual student accountable for the learning process. A final exam based on material covered as well as specific material from	Continuous change in this class is required to ensure the majority of CPA exam material is covered. For 2018, in addition to the Advanced material, two topics from Intermediate will be moved to ACC 492: Lease Accounting and Cash Flow Analysis. Professional development had also been a part of the 2017	BS Business: Accounting
Program - BS/BBA in Applied Computing for Business SLO #1 ; Demonstrate the ability to solve practical business problems by creating well designed programs using a high level computer language and applying fundamental introductory programming techniques. GOAL - Achieve an 75% in final & exams.	Course ACB 202, Mean and range for three tests and final exam and percentage of students who scored at least 75%.	We are achieving our goals. The program started in Spring 2016.	The results taught us that we achieved our learning outcomes for this goal. When comparing the results between our BS and BBA, we concluded that the BBA students benefit from the additional opportunities to enhance engagement	The students met the goal, but in order to improve the course, richer feedback on exams will be provided to students. Our next step will be to continue to include the current content as well as incorporate new topics as they become relevant in order to remain current in the discipline.	BS/BBA in Business: Applied Computing for Business

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What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
<p>Program - BS/BBA in Applied Computing for Business SLO #1 ; Understand the function of each layer in the Internet Protocol Stack and their relationships to the various components of a network. GOAL - Achieve an 80% in test assignments.</p>	<p>Course: CIS 330 Combined Traditional and Adult Studies. Mean and range for test. Average of four test scores.</p>	<p>We are achieving our goals.</p>	<p>The results taught us that we achieved our learning outcomes for this goal. When comparing the results between our BS and BBA, we concluded that the BS students might benefit from additional opportunities to enhance engagement</p>	<p>Our next step will be to continue to include the current content as well as incorporate new topics as they become relevant in order to remain current in the discipline.</p>	<p>BS/BBA in Business: Computer Information Sys</p> <table border="1"> <caption>BS/BBA in Business: Computer Information Sys</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=8)</td> <td>86</td> </tr> <tr> <td>15/16 (N=5)</td> <td>83</td> </tr> <tr> <td>F16/S17 (N=4)</td> <td>86</td> </tr> </tbody> </table>	Year	Score	14/15 (N=8)	86	15/16 (N=5)	83	F16/S17 (N=4)	86
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<p>Program - BS in Finance / Economics SLO #1 ; Demonstrate knowledge in the field of economics. GOAL - Achieve an 75% in homework assignments.</p>	<p>Course: FIN 311 used in 14/15 and ECO 410 in succeeding years. ECO 410 is Business Regression Analysis.</p>	<p>We are achieving our goals.</p>	<p>Starting with the 2016-17 academic year, the FINECO Concentration Assessment will focus on our new capstone class, ECO 410.</p>	<p>The program has consolidated its focus to go to financial analysis direction with FIN 4xx that will be used next year. This move comes in response to the faculty areas of strength and expertise. At the start of 2014/15 the concentration was an overview of economics and finance disciplines. Our future is a more focused</p>	<p>BS in Business: Finance / Economics</p> <table border="1"> <caption>BS in Business: Finance / Economics</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=17)</td> <td>88</td> </tr> <tr> <td>15/16 (N=5)</td> <td>88</td> </tr> <tr> <td>F16/S17 (N=4)</td> <td>93</td> </tr> </tbody> </table>	Year	Score	14/15 (N=17)	88	15/16 (N=5)	88	F16/S17 (N=4)	93
Year	Score												
14/15 (N=17)	88												
15/16 (N=5)	88												
F16/S17 (N=4)	93												
<p>Program - BS in Finance / Economics SLO #2; Demonstrate application of tools and models in Financial Economics. GOAL - Achieve an 75% on final quiz.</p>	<p>Course: ECO 350 used in 15/16 and ECO 410 in 16/17. Concentration started 15/16.</p>	<p>We are achieving our goals.</p>	<p>Starting with the 2016-17 academic year, the FINECO Concentration Assessment will focus on our new capstone class, ECO 410.</p>	<p>The program has consolidated its focus to go to financial analysis direction with FIN 4xx that will be used next year. This move comes in response to the faculty areas of strength and expertise. At the start of 2014/15 the concentration was an overview of economics and finance disciplines. Our future is a more focused</p>	<p>BS in Business: Finance / Economics</p> <table border="1"> <caption>BS in Business: Finance / Economics</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=17)</td> <td>80</td> </tr> <tr> <td>15/16 (N=5)</td> <td>76</td> </tr> <tr> <td>F16/S17 (N=4)</td> <td>92</td> </tr> </tbody> </table>	Year	Score	14/15 (N=17)	80	15/16 (N=5)	76	F16/S17 (N=4)	92
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<p>Program - BS in Human Resource Management SLO #2 & 4. Demonstrate the ability to apply HR principles, practices, & procedures in a business setting from a biblical perspective. Goal to score 80% on case studies.</p>	<p>Course: MGT 343 Human Resource Management. The average of 5 case studies for MGT 343 will be computed.</p>	<p>We are achieving our goals.</p>	<p>The HRM students in these classes met the performance targets on 2 of the 3 assessments.</p>	<p>New delivery methods will emphasize students' problem-solving, analytical abilities, and research skills that are absolutely essential in preparing students for entering a competitive marketplace. The professor plans to enhance the case studies with web technologies, guest speakers, and virtual management scenarios.</p>	<p>BS in Business: Human Resource Manag.</p> <table border="1"> <caption>BS in Business: Human Resource Manag.</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=35)</td> <td>81</td> </tr> <tr> <td>15/16 (N=18)</td> <td>92</td> </tr> <tr> <td>F16/S17 (N=40)</td> <td>82</td> </tr> </tbody> </table>	Year	Score	14/15 (N=35)	81	15/16 (N=18)	92	F16/S17 (N=40)	82
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What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																		
Program - BS in International Business SLO #2. Each student will have an International Experience. Goal to have 90% participation.	Course: BUS 330 Business Overseas. This is a trip overseas for international business majors who are US citizens. Those students who come from another country must take BUS 340 Business Ethics.	We are achieving our goals.	100% of IB students participated in study abroad. This was done through short term trip, Anderson trip, overseas internship or semester abroad	Provide new opportunities for students who are interested in traveling overseas but can not afford to during Spring break. Working on developing summer internships in Brazil for international business students. We are starting to offer Portuguese as a language.	<table border="1"> <caption>BS in Business: International Business</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=7)</td> <td>100</td> </tr> <tr> <td>15/16 (N=41)</td> <td>100</td> </tr> <tr> <td>F16/S17 (N=40)</td> <td>100</td> </tr> <tr> <td>14/15 (N=7)</td> <td>90</td> </tr> <tr> <td>15/16 (N=41)</td> <td>90</td> </tr> <tr> <td>F16/S17 (N=40)</td> <td>90</td> </tr> </tbody> </table>	Year	Score	14/15 (N=7)	100	15/16 (N=41)	100	F16/S17 (N=40)	100	14/15 (N=7)	90	15/16 (N=41)	90	F16/S17 (N=40)	90
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Program - BS in Management SLO # 2 ; Demonstrate knowledge of management theories. Goal 75% in exams.	Course: MGT 341 Principles of Management. Mean and range for four exams.	We are achieving our goals.	The Management 341 Course was redesigned for the fall of 2014. Sections exceeded the goal. Added a section on the History of Management and an assignment where the students research management innovators.	Added activities to the course to demonstrate theories. Allow for different learning styles to be incorporated.	<table border="1"> <caption>BS in Business: Management</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=118)</td> <td>79</td> </tr> <tr> <td>15/16 (N=179)</td> <td>79</td> </tr> <tr> <td>F16/S17 (N=178)</td> <td>80</td> </tr> <tr> <td>14/15 (N=118)</td> <td>75</td> </tr> <tr> <td>15/16 (N=179)</td> <td>75</td> </tr> <tr> <td>F16/S17 (N=178)</td> <td>75</td> </tr> </tbody> </table>	Year	Score	14/15 (N=118)	79	15/16 (N=179)	79	F16/S17 (N=178)	80	14/15 (N=118)	75	15/16 (N=179)	75	F16/S17 (N=178)	75
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Program - BS in Management SLO # 2 ; Demonstrate application of management theories. Goal 85% on group case study.	Course: BUS 490 Senior Seminar. Final group case study	We are achieving our goals.	Each team did not always have expertise in all of the disciplines. Thus some teams were not as effective in all aspects of the case analysis.	A new approach of dividing groups with one person per discipline on each team. This will allow each team to have more comprehensive knowledge of the case studies. The textbook will provide the baseline for the case analysis. The teams will be required to research outside resources to find additional information on the assigned case. More real	<table border="1"> <caption>BS in Business: Management</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=88)</td> <td>88</td> </tr> <tr> <td>15/16 (N=91)</td> <td>85</td> </tr> <tr> <td>F16/S17 (N=71)</td> <td>84</td> </tr> <tr> <td>14/15 (N=88)</td> <td>85</td> </tr> <tr> <td>15/16 (N=91)</td> <td>85</td> </tr> <tr> <td>F16/S17 (N=71)</td> <td>85</td> </tr> </tbody> </table>	Year	Score	14/15 (N=88)	88	15/16 (N=91)	85	F16/S17 (N=71)	84	14/15 (N=88)	85	15/16 (N=91)	85	F16/S17 (N=71)	85
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Program - BS in Marketing; SLO #1. Demonstrate Development of Marketing Business Knowledge related to understanding customer behavior. Goal to score 75% on final exam.	Course: Consumer Behavior Mkt334 Assignment is the final exam.	We are exceeding expectations	Continue active learning with projects integrated into the class	Active learning in the Consumer Behavior class is continually developed applying content to current trends and product/consumer actions.	<table border="1"> <caption>BS in Business: Marketing</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=7)</td> <td>91</td> </tr> <tr> <td>15/16 (N=41)</td> <td>86</td> </tr> <tr> <td>F16/S17 (N=40)</td> <td>91</td> </tr> <tr> <td>14/15 (N=7)</td> <td>75</td> </tr> <tr> <td>15/16 (N=41)</td> <td>75</td> </tr> <tr> <td>F16/S17 (N=40)</td> <td>75</td> </tr> </tbody> </table>	Year	Score	14/15 (N=7)	91	15/16 (N=41)	86	F16/S17 (N=40)	91	14/15 (N=7)	75	15/16 (N=41)	75	F16/S17 (N=40)	75
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Program - BS in Marketing; SLO #2. Application competency in Marketing to customers via electronic media such as the Internet and social media platforms. Goal 80% on final project or simulation	Course: Internet Marketing Mkt 460. Email Marketing Content Paper / Social Media Strategy Paper. Course started to be taught in 2015/16.	We are achieving our goals. MFT results demonstrate our students abilities far above national averages	Continue active learning with projects integrated into the class	Teams develop online marketing materials for real or fictitious companies.	<table border="1"> <caption>BS in Business: Marketing</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>15/16 (N=41)</td> <td>92</td> </tr> <tr> <td>F16/S17 (N=40)</td> <td>91</td> </tr> <tr> <td>15/16 (N=41)</td> <td>80</td> </tr> <tr> <td>F16/S17 (N=40)</td> <td>80</td> </tr> </tbody> </table>	Year	Score	15/16 (N=41)	92	F16/S17 (N=40)	91	15/16 (N=41)	80	F16/S17 (N=40)	80								
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Program - BS in SCM SLO #3 ; Demonstrate knowledge of faith integration examples with supply chain and logistics concepts Goal: Mean score of greater than 75% on assignment	Course MGT 365: Assessment 3.1: Mean score of greater than 75% on Quiz regarding supply chain negotiations and biblical ethics application. Program was just started 2014/2015. Course taught each Spring due to low enrollment.	Goal was achieved.	Additional review will be given to the students on this topic and the biblical applications in the future.	Additional role play activities will be utilized in the future. So that the students may have hands on negotiation experience.	<table border="1"> <caption>BS in Business: Supply Chain Management</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 16 (N=4)</td> <td>88</td> </tr> <tr> <td>Spring 17 (N=6)</td> <td>85</td> </tr> <tr> <td>Spring 16 (N=4)</td> <td>75</td> </tr> <tr> <td>Spring 17 (N=6)</td> <td>75</td> </tr> </tbody> </table>	Year	Score	Spring 16 (N=4)	88	Spring 17 (N=6)	85	Spring 16 (N=4)	75	Spring 17 (N=6)	75								
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Program - BS in SCM SLO # 2 ; Demonstrate application of supply chain and logistics concepts Goal: Mean score of greater than 75% on simulation project.	Course MGT 365: Assessment 2.1: Mean and range for simulation project. Program was just started 2014/2015. Course taught each Spring due to low enrollment.	Goal was achieved.	Instructions for the simulation were rewritten to assist students in preparation for the project. This was an improvement from Spring 2015.	This simulation may be better suited for MGT 460 will consider revision for capstone SCM.	<table border="1"> <caption>BS in Business: Supply Chain Management</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 16 (N=4)</td> <td>77</td> </tr> <tr> <td>Spring 17 (N=6)</td> <td>81</td> </tr> <tr> <td>Spring 16 (N=4)</td> <td>75</td> </tr> <tr> <td>Spring 17 (N=6)</td> <td>75</td> </tr> </tbody> </table>	Year	Score	Spring 16 (N=4)	77	Spring 17 (N=6)	81	Spring 16 (N=4)	75	Spring 17 (N=6)	75								
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Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1, 2 & 3; Goal - The graduating BS seniors would achieve a mean of 75% or 150 out of 200 in the MFT test.	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers. The data shows great variation which is due to the small sample sizes.	The BBA program is becoming smaller and the data points do not have relevant information.	Consideration needs to be given to the viability of the program.	<table border="1"> <caption>MFT Percentile comparison: BBA in Business</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>13/14 (N=15)</td> <td>45</td> </tr> <tr> <td>14/15 (N=6)</td> <td>15</td> </tr> <tr> <td>15/16 (N=4)</td> <td>65</td> </tr> <tr> <td>16/17 (N=6)</td> <td>35</td> </tr> <tr> <td>13/14 (N=15)</td> <td>50</td> </tr> <tr> <td>14/15 (N=6)</td> <td>50</td> </tr> <tr> <td>15/16 (N=4)</td> <td>50</td> </tr> <tr> <td>16/17 (N=6)</td> <td>50</td> </tr> </tbody> </table>	Year	Score	13/14 (N=15)	45	14/15 (N=6)	15	15/16 (N=4)	65	16/17 (N=6)	35	13/14 (N=15)	50	14/15 (N=6)	50	15/16 (N=4)	50	16/17 (N=6)	50
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<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1, 2 & 3; Goal - The graduating BS seniors would achieve a mean of 75% or 150 out of 200 in the MFT test.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers. The data shows great variation which is due to the small sample sizes.	The BBA program is becoming smaller and the data points do not have relevant information.	Consideration needs to be given to the viability of the program.	<table border="1"> <caption>MFT Mean BBA in Business</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>13/14 (N=15)</td> <td>150</td> </tr> <tr> <td>14/15 (N=6)</td> <td>144</td> </tr> <tr> <td>15/16 (N=4)</td> <td>154</td> </tr> <tr> <td>16/17 (N=6)</td> <td>148</td> </tr> </tbody> </table>	Year	Score	13/14 (N=15)	150	14/15 (N=6)	144	15/16 (N=4)	154	16/17 (N=6)	148
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<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in management.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers and no data is generated for a sample size of 4 in 2015/16. Therefore we have included 2013/14 data to give 3 points. The data shows great variation which is due to the small sample sizes. We have closed the gap to achieve our goal.	Although below the average, we are making improvements toward the national average.	We have changed our adjunct professor who primarily teaches the online BBA accounting classes. The online classes were adapted to more closely reflect seat classes.	<table border="1"> <caption>MFT results BBA in Business: Accounting</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>13/14 (N=15)</td> <td>20</td> </tr> <tr> <td>14/15 (N=6)</td> <td>25</td> </tr> <tr> <td>16/17 (N=6)</td> <td>45</td> </tr> </tbody> </table>	Year	Score	13/14 (N=15)	20	14/15 (N=6)	25	16/17 (N=6)	45		
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14/15 (N=6)	25														
16/17 (N=6)	45														
<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in management.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers and no data is generated for a sample size of 4 in 2015/16. Therefore we have included 2013/14 data to give 3 points. The data shows great variation which is due to the small sample sizes. We have closed the gap to achieve our goal.	There is opportunity for continuous improvement in the BBA program. This is a 7 week online course. It is more difficult to convey the volume of information in a shortened timeframe.	The principles of management course was redesigned to ensure the coverage of the four functions of management (Planning, Organizing, Leading, and Controlling) A review of the topics that might be covered on the MFT were covered in BUS 490 prior to the MFT exam. The new faculty member over BUS 490 has also asked what Management specific topics we	<table border="1"> <caption>MFT results BBA in Business: Management</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>13/14 (N=15)</td> <td>40</td> </tr> <tr> <td>14/15 (N=6)</td> <td>30</td> </tr> <tr> <td>16/17 (N=6)</td> <td>55</td> </tr> </tbody> </table>	Year	Score	13/14 (N=15)	40	14/15 (N=6)	30	16/17 (N=6)	55		
Year	Score														
13/14 (N=15)	40														
14/15 (N=6)	30														
16/17 (N=6)	55														
<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in finance.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers and no data is generated for a sample size of 4 in 2015/16. Therefore we have included 2013/14 data to give 3 points. The data shows great variation which is due to the small sample sizes. We are closing the gap to achieve our goal.	Students in the BBA program consistently score below the 50th percentile. The sample size is very small.	FIN 310 online has been revamped to increase the content coverage to be the same as the in-class version of FIN 310. Additional support materials (e.g. instructor lecture videos) have been added to the course content. It is too early to tell if the movement from 17 to 43 is a	<table border="1"> <caption>MFT results BBA in Business: Finance</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>13/14 (N=15)</td> <td>35</td> </tr> <tr> <td>14/15 (N=6)</td> <td>17</td> </tr> <tr> <td>16/17 (N=6)</td> <td>43</td> </tr> </tbody> </table>	Year	Score	13/14 (N=15)	35	14/15 (N=6)	17	16/17 (N=6)	43		
Year	Score														
13/14 (N=15)	35														
14/15 (N=6)	17														
16/17 (N=6)	43														

		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2
	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				
				result of improved knowledge	
<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in marketing.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers and no data is generated for a sample size of 4 in 2015/16. Therefore we have included 2013/14 data to give 3 points. The data shows great variation which is due to the small sample sizes. We are closing the gap to achieve our goal.	Students in the program only take a short class which was 8 weeks in length and the university reduced to a 7 week class. Thus less content is covered.	We had an adjunct who taught the class we had to remove from teaching. We believe this may have reduced student learning.	
<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in economics.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers and no data is generated for a sample size of 4 in 2015/16. Therefore we have included 2013/14 data to give 3 points. The data shows great variation which is due to the small sample sizes. We are closing the gap to achieve our goal.	In general, we are consistently below average in our content-area scores. Given the broadness of Economics (Micro and Macro), this may be due to a disconnect between the areas of focus being evaluated on the standardized test and the areas of focus in the classroom. It may also	The primary action item is to better align the test questions to the relevant material being taught in class, which implies a new testing approach which focuses on each area of Economics (Micro and Macro) and which addresses the more relevant and salient foundational information that undergirds the basic theories related to Micro and Macroeconomics.	
<p>Program - BS in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in quantitative analysis.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers and no data is generated for a sample size of 4 in 2015/16. Therefore we have included 2013/14 data to give 3 points. The data shows great variation which is due to the small sample sizes. We are closing the gap to achieve our goal.	We are not achieving our goal. The low sample is not representative of the population outcomes. Our BBA is a more qualitative approach to teach working adult students.	We look to standardize the curriculum in each section and align with the success of the BS degree.	
<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in legal.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers and no data is generated for a sample size of 4 in 2015/16. Therefore we have included 2013/14 data to give 3 points. The data shows great variation which is due to the small sample sizes. We are closing the gap to achieve our goal.	Our results are mixed. This small sample is not representative of the overall BBA population.	We are using one professor lawyer to teach all of the sections of the course. We have only been offering online sections of this course but are starting to offer an evening section to increase student learning.	

		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2	
	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				
<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #1 & 2; Goal - The graduating BS seniors would correctly answer 50% of the questions in international issues.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	The BBA is shrinking in numbers and no data is generated for a sample size of 4 in 2015/16. Therefore we have included 2013/14 data to give 3 points. The data shows great variation which is due to the small sample sizes. We are not able to achieve our goal.	The format of the BBA only having 7 weeks of class and being online is not effective in covering the required international business knowledge. Our emphasis has been on general concepts in international business knowledge rather than specific information. The MFT test questions	Content needs to be standardized across the sections. We will include higher knowledge acquisition through quizzes. We are moving away from MFT and will be using Pelligrin to assess and benchmark our business student learning outcomes.	
<p>Program - BBA in Business business knowledge acquisition, business knowledge application and computer knowledge SLO's #3; Goal - The graduating BS seniors would correctly answer 50% of the questions in information systems.</p>	The Major Field Test (MFT) is a direct, external and summative assessment tool for student learning outcomes	We are achieving our goals.	The results taught us that we achieved our learning outcomes for this goal but that we have opportunity to improve student performance. When evaluating the results, we concluded that the students might benefit from earlier	We are currently revising the content of our introductory CIS 120 course to include more spreadsheet content. We are also revising the content of our advanced CIS 352 course to then cover more advanced spreadsheet content as well as cover the database content from both the introductory CIS course and the advanced CIS	
<p>Program - BS/BBA in Applied Computing for Business SLO #1 ; Demonstrate the ability to solve practical business problems by creating well designed programs using a high level computer language and applying fundamental introductory programming techniques. GOAL - Achieve an 75% in final & exams.</p>	Course ACB 202, Mean and range for three tests and final exam and percentage of students who scored at least 75%.	We are achieving our goals. The program started in Spring 2016.	The results taught us that we achieved our learning outcomes for this goal. When comparing the results between our BS and BBA, we concluded that the BBA students benefit from the additional opportunities to enhance engagement	The students met the goal, but in order to improve the course, richer feedback on exams will be provided to students. Our next step will be to continue to include the current content as well as incorporate new topics as they become relevant in order to remain current in the discipline.	
<p>Program - BS/BBA in Applied Computing for Business SLO #1 ; Understand the function of each layer in the Internet Protocol Stack and their relationships to the various components of a network. GOAL - Achieve an 80% in test assignments.</p>	Course: CIS 330 Combined Traditional and Adult Studies. Mean and range for test. Average of four test scores.	We are achieving our goals.	The results taught us that we achieved our learning outcomes for this goal. When comparing the results between our BS and BBA, we concluded that the BS students might benefit from additional	Our next step will be to continue to include the current content as well as incorporate new topics as they become relevant in order to remain current in the discipline.	

		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2
	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				
			opportunities to enhance engagement		
Program - BBA in Healthcare Management SLO #2 ; Apply Health Sector Management skills to real healthcare organizations. GOAL - Achieve an 85% in case study grades.	Course: HCM 410. Students complete a series of case study assignments for organizations in various settings within the healthcare sector.	Did not achieve our goal. Because of low numbers, one student doing poorly reduced the whole class average.	Case studies represent a foundational learning tool for the application and integration of business and industry knowledge. Grade distribution affirms the discriminating ability of these assignments	Add a 'revise and resubmit' option for 1 or more of the case study assignments as a means for self-correction and improved performance. • Redesign case study assignments in HCM 410 such that each assignment builds on the information and analysis from prior assignments, thereby building skills in	BBA in Business: Healthcare Management
Program - BBA in Management SLO # 2 ; Demonstrate knowledge of management theories. Goal 75% in exams.	Course: MGT 341 Principles of Management. Mean and range for four exams.	We are achieving our goals.	The Management 341 Course was redesigned for the fall of 2014. Sections exceeded the goal. Added a section on the History of Management and an assignment where the students research management innovators.	Added activities to the course to demonstrate theories. Allow for different learning styles to be incorporated.	BBA in Business: Management
Program - BBA in Management SLO # 2 ; Demonstrate application of management theories. Goal 85% on group case study.	Course: BUS 490 Senior Seminar. Final group case study	We are not achieving our goals.	Each team did not always have expertise in all of the disciplines. Thus some teams were not as effective in all aspects of the case analysis.	The lead professor from the BUS 490 BS course will provide support for the faculty member assigned to teach the BUS 490 course in the BBA program. That individual will share best practices with the BBA faculty member.	BBA in Business: Management

		Analysis of Results											
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2								
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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												
Program - BS in Business: Internship; SLO #2. Application of business knowledge. Supervisor Evaluations. Goal that 75% of interns would score an exceed expectations by internship supervisor on overall intern performance.	Course: BUS 494 Internship In the supervisor evaluation take the Overall Performance score. "I rate the student's overall performance as: did not meet expectations / meet expectations / exceeded expectations	We are achieving our goals.	<ul style="list-style-type: none"> Accounting students had the highest score in Overall Performance receiving 89% in exceeded expectations. Supply Chain Management had the lowest rating with 60% exceeding expectation. Even though they were the lowest, they have improved by 30% Students need more experience in the 	The area where we need to concentrate in moving the numbers is Knowledge of Business. AU students are improving, but we still need to help them develop a better understanding of their concentration and how they can apply this knowledge in their internship. We have created a junior internshipship elective course that allows students to do more than one internship. This will allow	<p>BS in Business: Internship - Overall Performance / exceeds</p> <table border="1"> <caption>BS in Business: Internship - Overall Performance</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=71)</td> <td>72</td> </tr> <tr> <td>15/16 (N=66)</td> <td>67</td> </tr> <tr> <td>F16/S17 (N=71)</td> <td>81</td> </tr> </tbody> </table>	Year	Score	14/15 (N=71)	72	15/16 (N=66)	67	F16/S17 (N=71)	81
Year	Score												
14/15 (N=71)	72												
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Program - BS in Business: Internship; SLO #4. Demonstrate the ability to recognize biblical principles as they related to business issues, analyze ethical problems from a Christian perspective, and defend resolutions for practical situations that occur in all areas of business. Supervisor Evaluations. Goal that 75% score exceed expectations by internship	Course: BUS 494 Internship In the supervisor evaluation take the Ethical behavior score. "The student analyzed problems and accomplished his/her duties from a Christian perspective: Demonstrated ethical behavior: did not meet expectations / meet expectations / exceeded expectations"	We are achieving our goals.	<ul style="list-style-type: none"> In 2016, the greatest strength of AU students was in Team Player. 2017 the numbers are very close with Team Player and Overall at 81%. Ethical Behavior is our highest score with 85% 	Continue to used group case studies and group projects even if students do not like them. Strengthen the group projects and practical business projects with our local business community. We have changed our internship program to being run by a faculty member to be managed by a college of business staff member. This has increased the effectiveness	<p>BS in Business: Internship - Ethical Behavior / exceeds</p> <table border="1"> <caption>BS in Business: Internship - Ethical Behavior</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=71)</td> <td>70</td> </tr> <tr> <td>15/16 (N=66)</td> <td>70</td> </tr> <tr> <td>F16/S17 (N=71)</td> <td>85</td> </tr> </tbody> </table>	Year	Score	14/15 (N=71)	70	15/16 (N=66)	70	F16/S17 (N=71)	85
Year	Score												
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15/16 (N=66)	70												
F16/S17 (N=71)	85												
Program - OLS in Leadership SLO's #1, Demonstrate leadership skills based on Christian principles Goal - 75% of the class would achieve an 85% on the assignment.	Course: MGT 341 Score on faith integration discussion forum	We are achieving our goals.	MGT 341 students demonstrated progress on meeting the performance target for faith integration discussion forums from 2014/15 through 2016/17. During Fall 2014, only 67% of the students met the performance standard. However, in Fall 2015,	It was noted that not all of the students participated in the faith integration discussion forums. Faculty should continue to encourage everyone to engage and participate in each discussion forum. MGT 341 is likely one of the first OLS courses students take. Faculty should continue to establish the program expectations for faith	<p>OLS: Leadership</p> <table border="1"> <caption>OLS: Leadership</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>14/15 (N=6)</td> <td>65</td> </tr> <tr> <td>15/16 (N=19)</td> <td>100</td> </tr> <tr> <td>F16/S17 (N=18)</td> <td>85</td> </tr> </tbody> </table>	Year	Score	14/15 (N=6)	65	15/16 (N=19)	100	F16/S17 (N=18)	85
Year	Score												
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		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2												
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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																
<p>Program - OLS in Leadership</p> <p>SLO's #3, Demonstrate communication skills needed by leaders</p> <p>Goal - 75% of the class would achieve an 85% on the assignment.</p>	<p>Course: MGT 410 Employment & Labor Law Paper</p>	<p>We are achieving our goals.</p>	<p>The MGT 410 is an excellent indicator of progress in written communication as 100% of the students scored greater than 85% (performance target) on the employment and labor law research paper for Spring 2017. This represents an increase from Spring 2016 where 75% of the students achieved the</p>	<p>It was noted that not all of the students participated in the faith integration discussion forums. Faculty should continue to encourage everyone to engage and participate in each discussion forum. MGT 341 is likely one of the first OLS courses students take. Faculty should continue to establish the program expectations for faith integration in this foundational course.</p>	<table border="1"> <caption>OLS: Leadership Data</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>14/15</td> <td>50</td> <td>88</td> </tr> <tr> <td>15/16</td> <td>80</td> <td>5</td> </tr> <tr> <td>F16/S17</td> <td>90</td> <td>23</td> </tr> </tbody> </table>	Semester	Score	N	14/15	50	88	15/16	80	5	F16/S17	90	23
Semester	Score	N															
14/15	50	88															
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