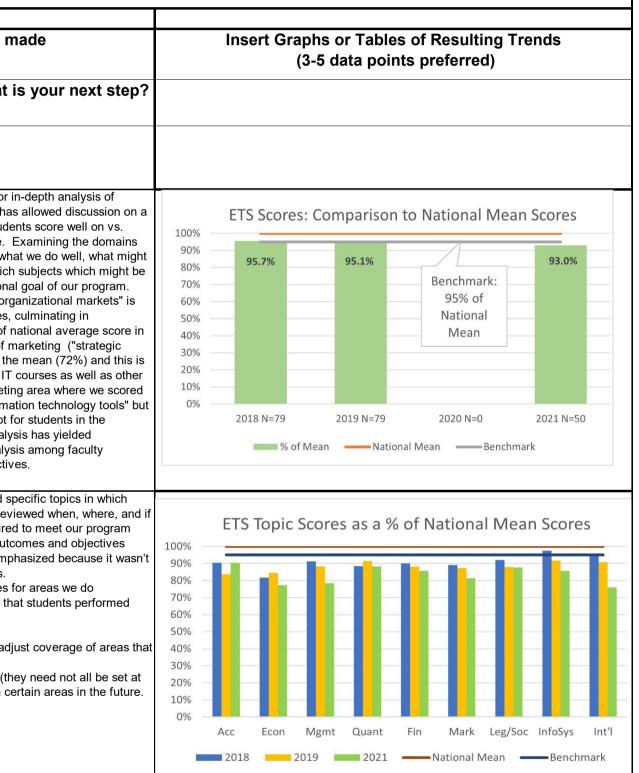
Standard #4 Measurement and Analysis of Student Learning a						
	Use this table to supply data for Criterion 4.2.					
Performance Indicator				Definition		
Student Learning Results	<ul> <li>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrume Direct - Assessing student performance by examining samples of student work</li> <li>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant Formative – An assessment conducted during the student's education.</li> <li>Summative – An assessment conducted at the end of the student's education.</li> <li>Internal – An assessment instrument that was developed within the business unit.</li> <li>External – An assessment instrument that was developed outside the business unit.</li> <li>Comparative – Compare results between classes, between online and on ground classes, between professors, between programs, between Education Research and Statistics, or results from a vendor providing comparable data.</li> </ul>					
	-		Analysis of	Results		
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement m		
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what i		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative					
PSLO #1: Comprehend (Demonstrate understanding of business functions and management concepts. Filter, organize and interpret data relevant to making business decisions) Students will demonstrate knowledge in a broad range of business subjects, including accounting, economics, finance, law, management, marketing, information systems, quantitative analysis and international business. ETS Major Field Test Scores (Overall) Goal: Achieve an average institutional score that is at least 95% of the domestic institutional mean	This is a <i>direct, summative, external,</i> <i>comparative</i> assessment of student results. Students take the ETS Major Field Test in Business during their last year of the program, in the Management Seminar (capstone) course. Institutional means are drawn directly from over 30,000 test takers across the nation and used as the basis for comparison. Traditionally scoring below these averages, a benchmark was set in order to bring the institutional results closer to those national averages.	year of testing (93%). There is a slight downward trend in	In the three years before the present analysis, the benchmark was exceeded, a trend we hoped to see continue. While the present results do exceed the pre-2016 scores, there is a mild downward trend since 2018. Previous gains in performance since making this test a "course requirement" are still being sustained despite the mild downward trend. The downward trend should be monitored.	We continue to use the ETS subscription for in content areas and subcontent areas. This has granular level regarding what topics our stude where they perform well below the average. E and subdomains has helped us determine wha need more focus in the curriculum, and which affecting scores, yet not match an educational For example, "Segmenting consumer and org something we emphasize in several courses, Management Seminar. We scored 114% of n this domain. However, in another aspect of m marketing planning") we scored well below the an area where we might want to expand in IT areas in the curriculum. Yet another marketin low (69%) is "Marketing research and informat that is not an area of curricular focus except for Marketing specialization. This depth of analys constructive discussions and curricular analys members to guide changes to course objective		
PSLO #1: Comprehend (Demonstrate understanding of business functions and management concepts. Filter, organize and interpret data relevant to making business decisions) ETS Major Field Test Scores (Topics): Achieve an average institutional score within 95% of each of the 9 ETS subject areas of Accounting, Economics, Management, Quantitative Analysis, Finance, Marketing, Legal/Social Environment, Information Systems, and International Business.	<i>comparative</i> assessment of student results. In 2018, 79 students were tested, 2019, 79 students were tested, and in 2021, 50 students were tested. There are 9 subject areas being assessed by the ETS MFT. The combined overall score of the MFT (above) is not specific enough to determine areas of deficiency, as the aggregate can mask strengths and weaknesses. Analysis by subject	benchmark was only met in the areas in Information Systems and in International Business, in only the earliest of data cycles contained in this analysis (2018). This is consistent with previous stengths, but there are other areas in which we previously excelled (i.e., finance, quant.)	Previously, certain topics tended to be carrying the overall score while others were consistently weaker and the gap between these performance in different areas was more pronounced. In the present assessment results, scores are clustered more tightly with less disparity between subject areas. Unlike in previous years, the benchmark for Econ was not met in any cycle. Topics emphasized in our program (accounting, management, finance, and information systems) provide results more consistently at or close to the benchmark. Relative to the performance in other subjects, International Business scores have improved due to recognition of previous weaknesses in this area and additional focus being placed on this subtopic.	Analysis on the sub-content areas revealed sp students did not perform well. The faculty revi coverage of these specific topics was required level outcomes. A review of course-level outco show that some specific content was not empl directly supporting program level outcomes. Similarly, a review of course level outcomes. Similarly, a review of course level outcomes fr emphasize (such as IT concepts) indicated that well in those areas. Next steps: Continue to review sub-content areas and adju are deemed important to our curriculum. Review benchmarks for each subject area (the 95% if the results are consistently strong in ce		

## and Performance

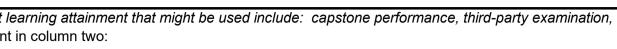
t learning attainment that might be used include: capstone performance, third-party examination, nt in column two:

nt information.

## campuses, or compare to external results such as results from the U.S. Department of



			Use this table to supply d	ata for Criterion 4.2.	
Performance Indicator				Definition	
Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student le faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument 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 is 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 of Education Research and Statistics, or results from a vendor providing comparable data.				
mean score for all Business Strategy Game participants worldwide (10-40k students compete in this simulation worldwide each semester)	assessment. Students compete in teams in a business simulation modeling the global athletic shoe industry for 8-10 years over the semester. They are responsible for assessing market conditions, determining how to respond to the actions of competitors, forging a long-term direction and strategy for their company, forecasting upcoming sales volumes, and making decisions relating to all functions of the operation, with emphasis placed on the integration and impact of all business decisions. Based on weekly review of the ongoing CSR score and financial performance, interventions to improve this score can be discussed and implemented.	in all years except 2020. The rapid pivot to online and the various barriers presented by the pandemic may have impacted students' performance in the simulation	The range of scores (average lowest to average top scores) was generally narrower for our students than it was for the worldwide population, indicating that we have a fairly consistent performance across our student population.	Changes Made: We continue to make improvements to the ac prerequisite compliance for this course to ens Continued to offer tutoring for Finance course prerequisite) Increased number of faculty who teach this co involved in serving as "board members" to he earlier understanding of the capstone course Lowered caps on these class sections to allow engagement Next Steps: Continue to monitor the benchmark; Incorpora somewhere earlier in a student's program so t learning the simulation itself.	
PSLO #2: Assess (Evaluate applicable economic, financial, ethical, statistical, legal, and strategic perspectives to support sound business decisions) Critical thinkers "gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them agains relevant criteria and standards" (Foundation fo Critical Thinking). Goal: When evaluating students' internship performance, employers rate 90% of students as having "outstanding" or "very good" critical thinking skills, and at least 50% as "outstanding".	graduation. Employers must provide detailed ratings of student performance. For this outcome, employer assessment of students' critical thinking skills as demonstrated by the	Goal #1 (50% "Outstanding") was met in 3 out of 7 data cycles. Goal #2 (90% "Outstanding" or "Very Good") was also met in only 3 of the data cycles. Fall 2020 offered the worst results, possibly attributable to the pandemic.	There may be some subjectivity in differentiating between "Outstanding" and "Very Good" and so there's much variability in the results for Goal #1.	Next steps: Encourage more business fa of the pre-internship course ("DelVal Exp monitor the level of "Outstanding" ratings deeper analysis to look for trends in job t specializations, grade level, etc.	
PSLO #3: Communicate (Use verbal and written communication techniques which engage an audience by conveying business concepts professionally and credibly) E360 employer rating of interpersonal skills Goal: When evaluating students' internship performance, employers rate 90% of students as having "outstanding" or "very good" interpersonal skills, and at least 50% as "outstanding".	E360 (Internship) Student Evaluation: employer assessment of students' interpersonal skills as demonstrated by the student during his/her internship. This is an indirect, summative, external assessment of student performance.	or "Very Good") was also	There may be some subjectivity in differentiating between "Outstanding" and "Very Good" and so there's much variability in the results for Goal #1.	Next steps: Encourage more business fa of the pre-internship course ("DelVal Exp monitor the level of "Outstanding" ratings benchmark for Goal #2 (as this translates average" by the options listed) if we conti	

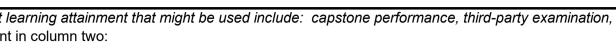


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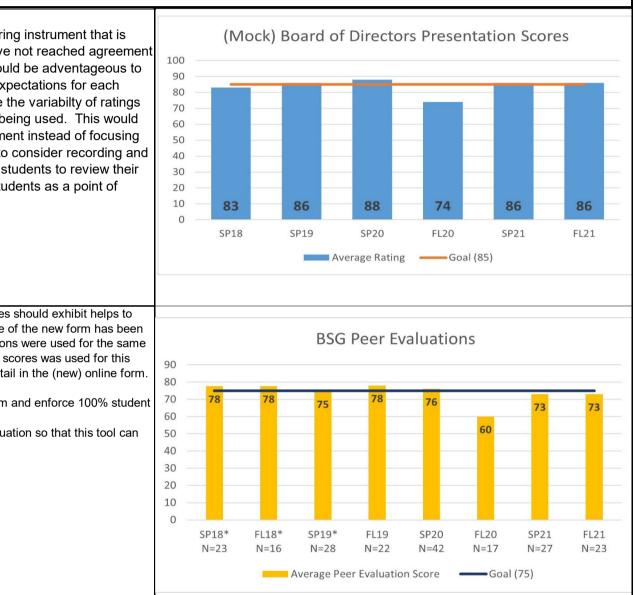


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written communication techniques which engage an audience by conveying business concepts professionally and credibly)	assessment of team presentations to mock Board of Directors of company. At the culmination of the Management Seminar (capstone) course, students present the results of their semester-long management of a global footwear company in the Business Strategy Game simulation. A "mock board of directors" composed of various faculty, career	the 6 data cycles measured. It was missed slightly (83) in Spring 2018, but missed rather dramatically (74) in Fall 2020 (which is consistent with other levels of performance in this semester, possibly attributable to sudden changes made due to the pandemic.	The variability of scoring by rater can be great, so the data is more reliable in the semesters where we get a good turnout of "board" members. Each dimension of the presentation score is rated on a numeric scale (1-5) with little description of the varying degrees of performance, thus allowing for subjectivity in the evaluation. Studen feedback is provided immediately by the audience first acting "in character" (board members) and then from the perspective of the participants real-life role (teacher, business owner, career counselor, etc.). Sometimes it is very difficult to recruit participants to serve as board members for 6+ hours of student presentations over a 1-2 day period. Therefore, even on the same day we might have 60-80% turnover of audience members from one presentation to another, making the scoring difficult to	Next Steps: Faculty have worked to develop a scoring more descriptive and objective but have r on wording for a new instrument. It would provide a rubric which describes the expe score level. That would help to reduce th by increasing the objective standards bein help to identify true areas for improvemen on a total score. We also might want to c archiving these presentations to allow stu own performance and to offer future stude reference.		
projects.	<b>BSG Simulation Peer Evaluation</b> This is a <i>direct, summative, and external**</i> student assessment of teammates with whom they worked for a high-stakes, semester-long project. **The instrument used in data cycles 1, 2, and 3 was internal, but we have migrated to one integrated in the BSG simulation (with some overlap). *Scores for data cycles 1, 2, and 3 have been normalized to account for an average 18-point difference between the instruments (as calculated by comparing averages from 4 overlapping data cycles).	The benchmark was met in the first five data cycles but missed in the most recent 3.	During the assessment period, we continued to vascilate between two peer evaluation instruments, using a combination of an internal, numeric scoring system and a more descriptive peer evaluation that was embedded in the simulation program. The new form provides narrative descriptions of the specific types of behaviors expected of team members. It is also completed online	Having descriptions of behaviors teammates s establish a common understanding; the use of expanded. During the transition, both versions team members and the average of the two sco analysis. Students provided much more detail Next steps: Move exclusively to the use of the new form a participation Consider adding a mid-semester peer evaluati be formative as well.		



t information.



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