

## Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition												
1. Student Learning Results	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: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.												
		Analysis of Results											
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
(Example) Knowledge of foundation areas for MBA program will score 150 and above	Summative, External, Comparative data derived from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 in 2013	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.	<div>MFT Knowledge of Foundation Areas</div> <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2020-21</td><td>145</td></tr><tr><td>2021-22</td><td>152</td></tr><tr><td>2022-23</td><td>140</td></tr></tbody></table>	Year	Score	2020-21	145	2021-22	152	2022-23	140
Year	Score												
2020-21	145												
2021-22	152												
2022-23	140												
Accounting Major: Students will understand and discuss ethical issues facing accountants in external financial reporting, internal accounting decision-making, and external accounting reporting in an essay in ACC 3010	Direct, Summative, Internal	A Goal of 75 was set. The class average was 84 in 2022-23, 81 in 2021-22., and 82 in 2020-2021.	Student Performance in Fraud Examination is consistently in excess of benchmarks and is a very popular course among students.	Little change is necessary at this moment, though constant maintenance to this course is necessary to maintain its relevance to current issues.  We have discussed trying to expand this class into a full blown minor based on these results and student satisfaction.	<div>ACC 3010 Assessment</div> <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2020-21</td><td>82</td></tr><tr><td>2021-22</td><td>81</td></tr><tr><td>2022-23</td><td>84</td></tr></tbody></table>	Year	Score	2020-21	82	2021-22	81	2022-23	84
Year	Score												
2020-21	82												
2021-22	81												
2022-23	84												

Business Administration Major: Students will be able to identify ethical issues facing business owners and managers. This is assessed via a pre-post test differential in BUS 3520 Business Law.	Direct, Formative, Internal	A goal of 20 was set for the pre-post test improvement. The improvement was 54 in 2022-23, 29.2 in 2021-22, and 38.5 in 2020-21.	We have serious concerns regarding the validity of these numbers, as Covid required these tests to be moved online and cheating may have tainted these figures	BUS 3520 has been removed from the assessment of this major beginning in 2022 as it is not specific enough to the Business Administration Major to yield reliable information into this program.	<div><div><div>BUS 3520 Assessment</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2020-21</td><td>54</td></tr><tr><td>2021-22</td><td>29.2</td></tr><tr><td>2022-23</td><td>38.5</td></tr></tbody></table></div></div>	Year	Score	2020-21	54	2021-22	29.2	2022-23	38.5
Year	Score												
2020-21	54												
2021-22	29.2												
2022-23	38.5												
Business Analytics Major: Using econ writing rubric, Students will score a class average of at least 70% on an empirical research project in ECO 3160. That is, on the scale 1-4 (4 is the highest), students will score class average at least 2.8.	Direct, Summative, Internal	A Goal of 2.8 was set. The class average was 3.09 in 2022-23 and 3.21 in 2021-22. No data was collected in 2020-21 due to Covid.	Though we lack data from 2020 and years prior, anecdotal evidence points to this particular class being vastly improved over previous years' iterations.	There is a new program beginning in 2022. The plan is to wait for a full cycle of students before doing a deep dive into program needs, strengths, and weaknesses. We are trying to get a new hire dedicated to this program.	<div><div><div>ECO 3160 Assessment</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2020-21</td><td>1</td></tr><tr><td>2021-22</td><td>3.21</td></tr><tr><td>2022-23</td><td>3.09</td></tr></tbody></table></div></div>	Year	Score	2020-21	1	2021-22	3.21	2022-23	3.09
Year	Score												
2020-21	1												
2021-22	3.21												
2022-23	3.09												
Financial Economics Major: Using econ writing rubric, Students will score a class average of at least 70% on a final paper in ECO 3130. That is, on the scale 1-4 (4 is the highest), students will score class average at least 2.8.	Direct, Summative, Internal	A Goal of 2.8 was set. The class average was 3.39 in 2022-23 and 3.37 in 2021-22. No data was collected in 2020-21 due to Covid.	The economics department is pleased with these results, and are hopeful that these will translate into improved research projects in the Econ Capstone course (ECO 4700).	Analyze these results in conjunction with assessment of ECO 4700 Capstone projects to ensure that students retain and build upon what they learned in this foundational course.	<div><div><div>ECO 3130 Assessment</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2020-21</td><td>1</td></tr><tr><td>2021-22</td><td>3.37</td></tr><tr><td>2022-23</td><td>3.39</td></tr></tbody></table></div></div>	Year	Score	2020-21	1	2021-22	3.37	2022-23	3.39
Year	Score												
2020-21	1												
2021-22	3.37												
2022-23	3.39												
Management Major: Students will develop an understanding of Human Resources and relevant labor laws, including the National Labor Relations Act (NLRA) and other relevant legislation, to effectively navigate the legal landscape of labor relations.	Direct, Summative, Internal	The goal is that the average HR case study score for the class is an 85 on a 100 point scale. In 2020-21 the average was 77.8, in 2021-22 the average was 87.5, and in 2022-23 the average was 93.38.	Students lacked foundational knowledge for understanding law relating to unions.	Topics and assignments are being rearranged in the course to improve student ability to synthesize topics relating to labor-management relations. In the future, the department will look into textbooks with different content orderings to better meet the needs of MU students.	<div><div><div>HR Case Study</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2020-21</td><td>77.8</td></tr><tr><td>2021-22</td><td>87.5</td></tr><tr><td>2022-23</td><td>93.38</td></tr></tbody></table></div></div>	Year	Score	2020-21	77.8	2021-22	87.5	2022-23	93.38
Year	Score												
2020-21	77.8												
2021-22	87.5												
2022-23	93.38												

Marketing Major: Marketing students will understand the role and practice of marketing within an organization, including substantive knowledge in theoretical and applied aspects of marketing. This is assessed via a battery of common questions in the MKT 1510 final exam.	Direct, Summative, Internal	The benchmark score on the MKT 1510 post-test is 70. Student mean scores were 81.5 in 2020-21, 77.7 in 2021-22, and 78.3 in 2022-23.	Student scores are consistently above the benchmark, indicating a solid understanding of marketing fundamentals.	While the RSB is pleased by these results, MKT 1510 was deemed to be a poor spot to assess the marketing program as the majority of students in this class are not marketing majors or minors. Going forward, Marketing assessment will take place in 3000 and 4000 level courses.	<div><h3>MKT Common Final Post-Test</h3><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2020-21</td><td>81.5</td></tr><tr><td>2021-22</td><td>77.7</td></tr><tr><td>2022-23</td><td>78.3</td></tr></tbody></table></div>	Year	Score	2020-21	81.5	2021-22	77.7	2022-23	78.3
Year	Score												
2020-21	81.5												
2021-22	77.7												
2022-23	78.3												
Sport Management Major: Self-Assessment of Events Management participation in SMA 3220	Indirect, Formative, Internal	A goal of 90 was set. The class average was 90 in 2022-23, 97 in 2021-22, and data was incomplete in 2020-21 due to Covid.	The SMA program was not performing up to RSB expectations between 2017 and 2021, and the school leadership decided to take the program in a different direction.	The SMA program had a 100% turnover in faculty in 2022, and the curriculum was completely rewritten for the 2023-24 academic year. The department will be formulating a new assessment regime moving forward.	<div><h3>SMA 3220 Self Assessment</h3><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2020-21</td><td>Incomplete</td></tr><tr><td>2021-22</td><td>97</td></tr><tr><td>2022-23</td><td>90</td></tr></tbody></table></div>	Year	Score	2020-21	Incomplete	2021-22	97	2022-23	90
Year	Score												
2020-21	Incomplete												
2021-22	97												
2022-23	90												