

Figure 4.2 - S

Performance Indicator	
1. Student Learning Results	<p>A student learning outcome is one that <i>examination, faculty-designed examination</i></p> <p>Direct - Assessing student performance</p> <p>Indirect - Assessing indicators other than</p> <p>Formative – An assessment conducted</p> <p>Summative – An assessment conducted</p> <p>Internal – An assessment instrument that</p> <p>External – An assessment instrument that</p> <p>Comparative – Compare results between</p> <p>of Education Research and Statistics, o</p>
Identified in Criterion 4.2	Identified in Criterion 4.1
<p>Measurable goal</p> <p>What is your goal?</p>	<p>What is your measurement instrument or process?</p> <p>Do not use grades.</p> <p>(Indicate type of instrument) direct, formative, internal, comparative</p>

<p>Goal 1: Students will demonstrate working knowledge of the major functional areas of business and their applications.</p> <p>Target: At least 70% of students will achieve an aggregate score of 45% or higher on the CPC-Based COMP Exam</p>	<p>Direct, External and Summative:</p> <p>Assessment was based on the individual aggregate student score on the Peregrine Outbound CPC-Based Exam.</p>
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<p>Goal 2, Students will able to communicate results effectively of a business issue in both written and oral form using appropriate presentation strategies</p> <p>Target: At least 70% of the students will achieve a score of at least 2 or above on a 4-point scoring rubric</p>	<p>Formative: Reflective essays and personal leadership philosophy paper in BADM 260; tests, paper and class activities in BADM 270; Identification of financial information from a 10k report in BADM 510 formed the basis for assessment.</p>
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<p>Goal 3, Critical Thinking Skills, 3.1 Evaluate complex problems by identifying and evaluating the components of the problem to arrive at well-reasoned conclusions Target: At least 70% of the students will achieve a score of at least 70% or above on the embedded question</p>	<p>Summative, direct, and internal assessment based on embedded questions in BADM 260, BADM 270, ECON 141, ECON 142, BADM 340, BADM 342.</p>
<p>Goal 4: Decision Making and Quantitative Skills Objective 4.1, At least 70% of students will earn 70% on embedded questions in statistics for Business (FINC 200). Objective 4.2 Represent and interpret mathematical information in numbers, formulas, graphs, symbols, and tables (ECON 316)</p>	<p>Summative, direct, and internal assessment based on embedded questions in FINC 200 and business analysis paper in ECON 316</p>

Standard #4 Measurement and Analysis of Student Learning

Use this table to supply data for Criterion 4.2.

Definition

measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning, professional performance, licensure examination).* Add these to the description of the measure by examining samples of student work
in student work such as getting feedback from the student or other persons who may provide relevant during the student's education.
d at the end of the student's education.
at was developed within the business unit.
rat was developed outside the business unit.
en classes, between online and on ground classes, Between professors, between programs, between or results from a vendor providing comparable data.

Analysis of Results		
Identified in Criterion 4.2		Identified in Criterion 4.4
Current Results	Analysis of Results	Action Taken or Improvement made
What are your current results?	What did you learn from the results?	What did you improve or what is your next step?

<p>The percentage of students who scored at least 45% on the Outbound exam during the self-study period is as follows: Fall 2021 = 90%, Fall 2022 = 100%, Fall 2023 = 50% , Spring 2020 = 66.7% , Spring 2021 = 63.2% Spring 2022 = 61.9% Spring 2023 = 66.7% Spring 2024 = 63.6%</p> <p>Based on the above, the results indicate that the target of having 70% of BADM students attain an aggregate score of 45% or higher on the CPC-Based Comp Exam was met in only Fall 2021 and Fall 2022.</p>	<p>Results indicate that the target of 70% of BADM students scoring an aggregate score of 45% or higher on the CPC-Based Comp Exam was not met in 6 out of the 8 assessment period.</p> <p>Except for Fall 2023, the aggregate mean score for BADM students was close to the ACBSP aggregate mean.</p>	<p>The department continues to review student learning and outcomes.</p> <p>One discovery that changed our thinking and possibly set the department back was that we found that students were accessing the internet during the Peregrine Assessment Exam. We have since locked down computers during the exam, resulting in lower, but more accurate scores.</p>
<p>The percentage of students meeting or exceeding the benchmark is as follows: BADM 260, Fall 2022 = 100% Spring 2023 = 93.75%; BADM 270, Fall 2022 = 91% Spring 2023 = 80%; BADM 510, Fall 2022 = 44% Benchmark was met in Fall 2022 and spring 2023 for all except BADM 510</p>	<p>Early student submissions revealed challenges with paragraph development and essay organization, indicating a need for targeted instruction in basic writing structure. Many students demonstrated difficulty constructing cohesive arguments and properly transitioning between ideas. Citation also emerged as a recurring area of weakness, particularly in the application of APA style.</p> <p>In-class discussions and group activities showed strong levels of engagement. Students responded positively to structured collaborative exercises and expressed appreciation for study guides and opportunities to check their understanding. There was also evidence that scaffolding assignments improved student performance and reduced</p>	<p>To improve writing skills, class time was used to teach essay structure and paragraph development, while students were encouraged to use the Writing Studio for draft reviews. Citation support was provided through an APA video lecture and quiz. Assignments were scaffolded to prevent last-minute work, allowing for feedback and revisions. Testing was adjusted with study guides and single-attempt policies, and a final essay assessed application of course concepts. Future plans include emphasizing academic integrity, incorporating TurnItIn, introducing a semester-long applied project, and expanding writing support through peer review.</p>

<p>Most of the students in all the classes assessed met the target except for BADM 260 and ECON 142 in the Fall of 2023</p>	<p>Percentage of students meeting the benchmark is consistently above the target level in most classes.</p>	<p>Student performance was bimodal: many met outcomes while a comparable group fell below the 70% benchmark. As this was the first term using embedded exam questions in BADM 260, expectations and scoring criteria were likely not communicated clearly. Underperformance in ECON 142 correlated with poor attendance and missing work, including athletic travel and unexcused absences. Going forward, expectations will be made explicit (rubrics, exemplars, brief walkthroughs), and assignment checklists with monitored class time will reduce missing work.</p>
<p>Student performance in fall 2023 and spring 2025 exceeded the benchmark for ECON 316, Students performance in fall 2023 exceeded the benchmark for FINC 200, but was below the benchmark in Spring 2025</p>	<p>Students performance in quantitative skills appear to be improving.</p>	<p>Curriculum changes was made to the Financial Management course (BADM 340), it was replaced with Introduction to Finance (FINC 200) due to the overlap in their course content.</p>

ng and Performance

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

nt information.

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

Identified in Criterion 4.2	
Insert Graphs or Tables of Resulting Trends preferred)	(3-5 data points



