

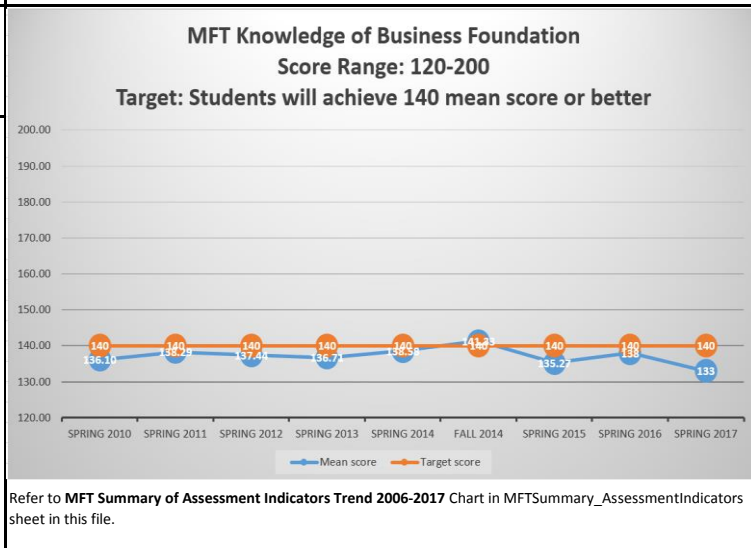
## Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

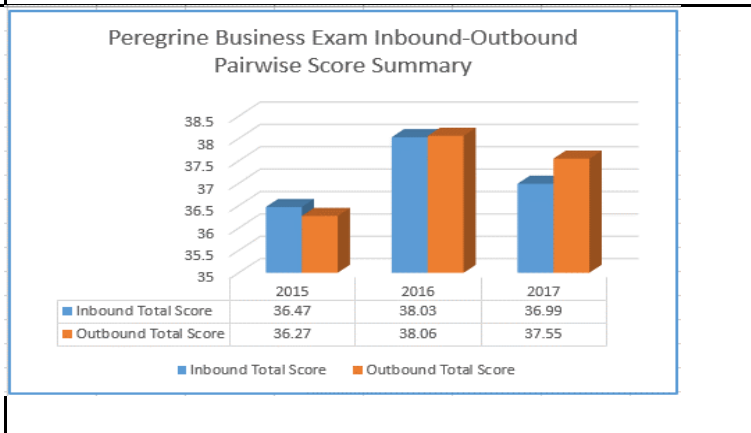
Performance Indicator	Definition
<b>1. Student Learning Results</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, 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.</p> <p>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>

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																																		
<b>SLO #1, #3 &amp; #6</b> DOB students will achieve at least 140 mean score (based on historical data) on their MFT exam for business foundation knowledge.	Summative, External, Comparative data derived from Business MFT Roster Summary.	2016: 138 actual mean score not meeting the target. 2017: 133 actual mean score not meeting the target.	During the reporting period, DOB graduating seniors did not meet the target.	1. Raise major admission GPA from 2.5 to 2.75. Implementation started in Fall 2017.  2. Strengthen pre-major preparation by requiring MAT125--college algebra as a general study requirement for all prospective students. To be implemented in Fall 2018.	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>MFT Knowledge of Business Foundation Score Range: 120-200</caption> <thead> <tr> <th>Year</th> <th>Mean Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr><td>Spring 2010</td><td>136.10</td><td>140</td></tr> <tr><td>Spring 2011</td><td>139.0</td><td>140</td></tr> <tr><td>Spring 2012</td><td>137.4</td><td>140</td></tr> <tr><td>Spring 2013</td><td>136.7</td><td>140</td></tr> <tr><td>Spring 2014</td><td>138.0</td><td>140</td></tr> <tr><td>Fall 2014</td><td>140</td><td>140</td></tr> <tr><td>Spring 2015</td><td>135.2</td><td>140</td></tr> <tr><td>Spring 2016</td><td>139</td><td>140</td></tr> <tr><td>Spring 2017</td><td>133</td><td>140</td></tr> </tbody> </table> <p style="font-size: small; text-align: center;">Refer to MFT Summary of Assessment Indicators Trend 2006-2017 Chart in MFTSummary_AssessmentIndicators sheet in this file.</p>	Year	Mean Score	Target Score	Spring 2010	136.10	140	Spring 2011	139.0	140	Spring 2012	137.4	140	Spring 2013	136.7	140	Spring 2014	138.0	140	Fall 2014	140	140	Spring 2015	135.2	140	Spring 2016	139	140	Spring 2017	133	140
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<b>SLO #1, #3 &amp; #6</b> MFT results will show an increase of at least 2.5% in the moving average for each assessment indicator in the current reporting period over the previous period.	Summative, External, Comparative data derived from Business MFT Summary of Assessment Indicators.	In both years, out of the nine MFT Assessment Indicators, three (Accounting, Management & Quantitative Reasoning) exceeded the target while other six indicators failed to meet the target. Referred to <b>MFTSummary_AssessmentIndicators sheet</b> in this file.	Six indicators have shown downward trend (referred to <b>MFTSummary_AssessmentIndicators sheet</b> in this file), most noticeably Economic, Marketing, Legal and Social, Information Systems, and International Issues indicators have declined more than 20% than those in the previous period.	3. Evaluate all core courses especially Business Ethics and Marketing for content coverage adequacy and learning outcome consistency; review business core curriculum for proper sequencing. In progress.																															



<b>SLO#1, #3 &amp; #6</b> DOB graduating students will score higher in their Peregrine Exit exam than their Entry exam (measuring knowledge gain and retention).	Summative, External, Comparative data derived from CPC-Based COMP exam results.	2016: Graduates=33 48% (16/33) of graduating business seniors met the target. 2017: Graduates=15 60% (9/15) of graduating business seniors met the target. Refer to <b>Peregrine Exam Pairwise Summary sheet</b> in this file.	Based on the Pairwise Score Summary chart on the right, DOB graduating seniors did poorly on the Peregrine COMP Outbound exams as 1) the results did not show learning gain when compared with the Inbound exam score totals and 2) the total scores did not reach 50% correct on a 100-point scale for three year in a row. However, 2017 data has shown slight improvement as 60% of students did better on Outbound exam in 2017. The 2016 and 2016 Peregrine Pairwise comparison data (refer to " <b>GU2016 Inbound-Outbound Pairwise Summary Chart</b> " and " <b>GU2017 Inbound-Outbound Pairwise Summary Chart</b> " evidence files ) also confirmed that our students were knowledge deficient in the same areas, such as Economic, Marketing, Legal and Social, Information Systems, and International Issues that they did poorly in the MFT tests.	4. DOB submitted three curriculum revision proposals to the university Council on Undergraduate Education (CUE) in fall 2017. The major proposed changes include adding three new courses and a Business Writing course to the core and revising nine courses for pre-requisites and content changes. Selected items are extracted from the proposals and placed in the evidence file "Curriculum Changes Proposed". Once CUE approves our proposals, changes will be implemented in Fall 2018.  5. A new course BUS191--Senior Capstone I is proposed to be added to the core. This course will review and reinforce all business foundation knowledge and it will serve as the prerequisite to BUS492--Senior Capstone II for knowledge application and synthesis.	
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<p><b>SLO #5 &amp; #6</b>  <b>Target:</b> 80% of students will score a minimum of 3 on each criterion under Interaction in Work Environment section of the Internship Supervisor Evaluation Form</p>	<p>Direct, Formative, External</p>	<p>2016: Exceeding target in all 5 criteria.          2017: Exceeding target in four areas and one area not meeting the target.          When we look at the 4-year moving average in the chart below, Criterion 5 shows apparent weakness in 2017.</p>	<p>Based on the supervisor evaluation, our students seemed to have demonstrated excellent work ethics and team spirit at their respective internship site, although there is room for improvement in self-advocacy.</p>	<p>6. Continue with the current practice to train students to be responsible, adaptable, pro-active, and team player at workplace. Emphasize self-advocacy in all major classes.</p>
<p><b>SLO #4</b>  <b>Target:</b> 80% of students score a minimum of 3 on each criterion under Computer/Technical Skills section of the Internship Supervisor Evaluation Form</p>	<p>Direct, Formative, External</p>	<p>2016: Exceeding the target in two areas and two areas not meeting the target.          2017: Not meeting the target in all four areas.          When we look at the 4-year moving average in the chart below, the downtrend is obvious.</p>	<p>Our students did not demonstrate sufficient computer/technical skills in recent two years. When we look at the 4-year moving average chart below, the downtrend is persistent.</p>	<p>7. Will introduce more hands-on activities and troubleshooting techniques in our two computer technology courses. In addition, we will require students to apply the computer skills in other courses, such as accounting, finance, marketing, business statistics, etc.</p>
<p><b>SLO #2</b>  <b>Target:</b> 80% of students score a minimum of 3 on each criterion under Communication and Literacy section of the Internship Supervisor Evaluation Form</p>	<p>Direct, Formative, External</p>	<p>2016: Exceeding target in one area and not meeting target in two.          2017: Exceeding target in two areas and one area not meeting the target.          When we look at the 4-year moving average in the chart below, improvement is evidenced in 2017.</p>	<p>English reading and writing in general is challenging to deaf and hard of hearing students. Although there is slight improvement in communication in 2017, there is much to be done to bring our students to the desired level employers expect.</p>	<p>8. In addition to adding a business writing course to the core, we will require more writing across the business curriculum and provide tutoring in English composition and email communication.</p>

