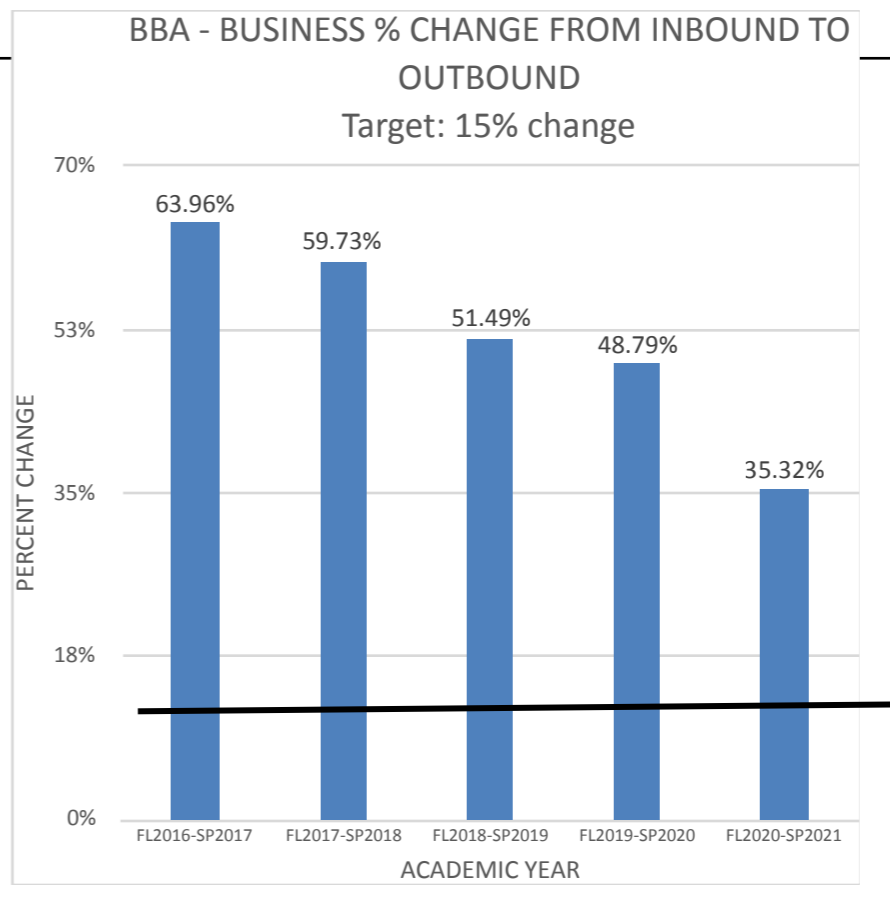
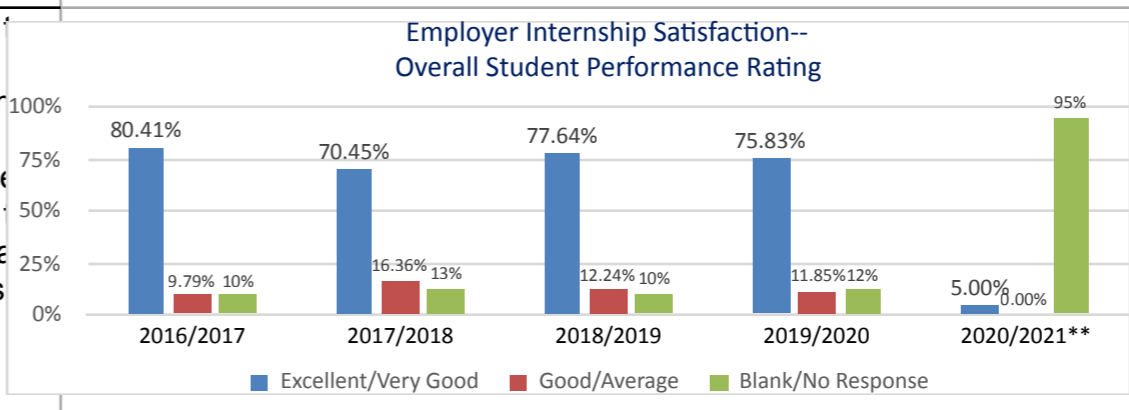
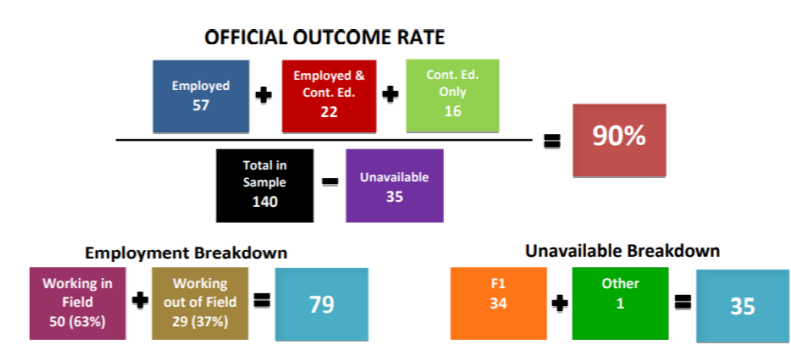

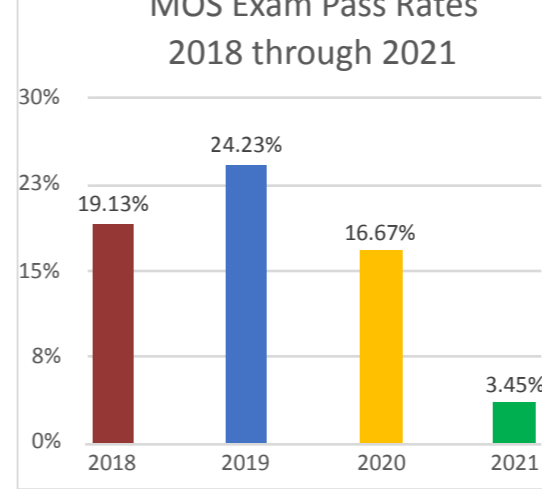


**Standard #4 Measurement and Analysis of Student Learning and Performance
BBA Business Administration**

Use this table to supply data for Criterion 4.2.

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.				
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				
Graduates will have a solid foundation in the full range of business concepts.	Internal: Departmental final exam results-summative data External: Results on the CPC inbound and outbound Peregrine Assessments--inbound (formative), outbound (summative)	Target 1: 70% of students will achieve a 70% proficiency level or better on six departmental final exams Results 1: Target not met. Five of the 6 courses monitored had between 75% and 100% of students who achieved a proficiency level of 70% or higher). For one course, MG320 (Global Business), only 63% of the students achieved a 70% or better on the departmental final exam. Target 2: achieve a 15% increase between AAS inbound and BBA outbound assessments Results 2: Target met (percentage increase for the outbound compared to the inbound assessment consistently surpassed target)	Overall student performance on departmental final exams have improved, the proportion of students who earn a grade of 'C' or better has been inconsistent over the passed 3 academic years. Percentage increase between AAS inbound and BBA outbound assessments continue to increase steadily by more than the goal of 10% percentage increase	An analysis of all departmental exams is in process to assess the structure and content of exams in order to ensure relevance and appropriate level of rigor. An improvement in the test taking process appears to have contributed to better scores. The process will continue for future exams. Also, since the outbound versus inbound score percent changes have significantly exceeded the target, we will increase the benchmark to 30% going starting with the FL2021-2022 academic year.	
Graduates will have chosen a specific academic/career area of business to focus on their futures.	Internal: minor declaration reports-summative	Target: 25% of Bachelor students (non-transfer) will declare a business minor. Results: Target not met (21% of non-transfer students declared a business minor)	Results show that an effort needs to be made to increase awareness of business minors.	An action plan was developed to visit BBA classes to introduce business minors on a semester basis.	
Graduates will possess business writing and verbal communication skills.	Internal: MG485 Bachelor Capstone Grading Rubrics-summative External: Internship employer evaluation-communication rating	Target 1: 70% of students evaluated will earn a "communication skills" rating score of excellent or very good on the MG485 rubrics. Results 1: Target met (94% of students evaluated earned a communication skills rating score of excellent or very good on the MG485 rubrics) Target 2: 70% of students evaluated will earn a "communication skills" rating score of excellent or very good in the Internship employer evaluation-communication rating Results 2: Target met (83% of students evaluated earned a communication skills rating score of excellent or very good in the Internship employer evaluation)	Students communication skills have improved	Emphasizing communication skills in all courses (starting with 100-level courses) provided students with opportunities to practice and improve their communication skills.	
Graduates will be employable for entry-level professional/managerial positions.	Internal: Internship Employer Evaluations-summative External: Office of Career Services annual placement report-summative	Target 1: 80% of interns will earn an "overall Performance" rating of "excellent or very good." Results 1: Target not met, for 2020/2 76% of interns earned an overall performance rating of excellent or very good Target 2: Official (career) Outcome Rate rate of 80% or higher Results 2: Target not met. Outcome rate is 68% for (FY 2019/2020)	Although the students' Internship experience showed signs of improvement for our previous report period, as of 2020, rates of decline over the past 3 years. In 2018, outcomes rates were at 81%. This was followed by a dropped in rates to 75%, then another decline to 68% in 2020. A plan for improvement has recently been implemented a plan which give students the opportunity practice their "soft" skills in a professional setting.	A plan of action is in place to increase percentage of students placed and working in field by exploring opportunities with corporate partners and employers in field to reverse the downward trend from these outcomes	  
Graduate will be skilled in software applications and technology solutions relevant to employers.	External: Microsoft Word and Microsoft Excel certification results--summative data	Target: 70% of students who attempt the Microsoft Office Specialist (MOS) certification exams will pass. Results: Target not met. Pass rates for the entire reporting period were significantly below the target at 19%, 24% and 16.7% in 2018, 2019 and 2020, respectively. Note that 2021 is included in the report, however, the pass rate is not statistically significant due to the number of students who took the exam.	While increased emphasis has been placed on practicing and preparing students for the exam in several courses, the pass rates as been consistently low year over year. Student must take the exam oncampus, therefore, the number of exams administered in 2020 and 2021 declined significantly as a result of the pandemic.	While increased emphasis has been placed on practicing and preparing students for the exam in several courses, the pass rates as been consistently low year over year. Student must take the exam oncampus, therefore, the number of exams administered in 2020 and 2021 declined significantly as a result of the pandemic.	

**Standard #4 Measurement and Analysis of Student Learning and Performance
BBA Accounting**

Use this table to supply data for Criterion 4.2.

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: <i>Direct - Assessing student performance by examining samples of student work.</i>																
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																
Graduates will be able to critically analyze information.	<p>Internal: Departmental Final Exams in milestone courses (AC331*, AC340*, AC449*)-summative * AC331 (Intermediate Accounting II replaced with AC305 (new version of Intermediate Accounting II), AC 340 and AC 449 have been replaced with general business courses.</p> <p>External: Results on the CPC inbound and outbound Peregrine Assessments--inbound (formative), outbound (summative)</p>	<p>Target 1: 70% of students will earn a score of 70% or higher on three standard departmental final exams. Results 1: Target met. 84% of students earned a score of 70% or higher on three departmental final exams.</p> <p>Target 2: achieve a 15% increase between AAS inbound and BBA outbound assessments Results 2: Target met. Percentage increases have consistently surpassed target.</p>	<p>3 to 5 data points for internal measure of student performance in the 3 new courses introduced in AY2019-2021 are not yet available for this reporting period, however, we will have enough data to provide details on performance for the next Quality Assurance Report.</p> <p>While percentage increase has improved, the increase was lower in the FL2019-SP2021 and FL2020-SP2021 academic years.</p>	<p>To ensure that our students prepared and positioned for careers in accounting in today's business environment, AC 331, AC340, and AC449 were phased out in FL19-SP20. AC331 (Intermediate Accounting II) was replaced with AC305 (also titled Intermediate Accounting II) with a focus on concepts and topics that are more closely aligned with how firms operate in today's business environment. AC340 and AC449 were replaced with general business courses to prepare students to assume a more significant role within an organization by becoming involved in vision and strategy development and decision-making, and communication for a company.</p> <p>An improvement in the test taking process appears to have contributed to better scores. The process will continue for future exams. Also, since outbound versus inbound score percent changes have significantly exceeded the target, we will increase the benchmark to 30% going starting with the FL2021-2022 academic year.</p>	<table border="1"> <caption>BBA - ACCOUNTING % CHANGE FROM INBOUND TO OUTBOUND</caption> <thead> <tr> <th>ACADEMIC YEAR</th> <th>PERCENT CHANGE</th> </tr> </thead> <tbody> <tr> <td>FL2016-SP2017</td> <td>40.5%</td> </tr> <tr> <td>FL2017-SP2018</td> <td>48.5%</td> </tr> <tr> <td>FL2018-SP2019</td> <td>42.6%</td> </tr> <tr> <td>FL2019-SP2020</td> <td>34.3%</td> </tr> <tr> <td>FL2020-SP2021</td> <td>31.9%</td> </tr> </tbody> </table>	ACADEMIC YEAR	PERCENT CHANGE	FL2016-SP2017	40.5%	FL2017-SP2018	48.5%	FL2018-SP2019	42.6%	FL2019-SP2020	34.3%	FL2020-SP2021	31.9%
ACADEMIC YEAR	PERCENT CHANGE																
FL2016-SP2017	40.5%																
FL2017-SP2018	48.5%																
FL2018-SP2019	42.6%																
FL2019-SP2020	34.3%																
FL2020-SP2021	31.9%																
Graduates will possess business writing and verbal communication skills.	External: Internship employer evaluation "communication skills" rating--summative	Target: 70% of students evaluated will earn a "communication skills" rating score of excellent or very good on the employer evaluation. Results: Target met (88% of students evaluated earned a communication skills rating score of excellent or very good)	Students writing and verbal communication skills have improved	Emphasizing communication skills in all courses (starting with 100-level courses) provided students with opportunities to practice and improve their communication skills.													
Graduates will possess technical accounting knowledge necessary for obtaining an entry level position	<p>Internal: Departmental final exam in AC449-Accounting Theory and Problems-summative</p> <p>Office of Career Services annual placement report-summative</p>	<p>Target 1: 70% of students evaluated will earn a proficiency score of 70% or higher in the AC449 departmental final exam. Results 1: Target met. (83% of students evaluated achieved a proficiency score of 70% or higher)</p> <p>Target 2: Official (career) Outcome Rate of 80% or higher Results 2: Target not met. 67% outcome rate for the Class of 2020</p>	Outcome rates initially improved in 2017 increasing to 84%. Since then, rates have steadily declined falling to 79%, 68% and 67%, respectively in 2018, 2019, and 2020. Also, of those students who were employed, a high percentage (75%) are working in field.	A plan of action is in place to continue to explore employment opportunities for students with corporate partners, employers in the field, and members of our advisory board. We are also working with Out Career Services group to develop a plan of action to reverse the downward trend in overall Outcome Rates for this group.													
Graduates will be skilled in advanced technology solution applications.	<p>Internal: Departmental final exam in Computerized Accounting II (AC310)*-summative *As of fall 2019, AC310 was replaced by MG362 - Business Management Systems.</p>	<p>Target: 70% of students evaluated will earn a grade of 70% or higher. Results: 88% of students achieved a proficiency level of 80% or higher.</p>	Students continue to perform at or above target proficiency levels.	Utilization of the Accounting and Business Lab has provided much-needed help to students who are in need for help with technology applications. Sessions will continue to provide the assistance needed. Also, as of fall 2019, MG362 (Business Management Systems) replaced AC310 (Software Solutions II) to better prepare students for use of technology and management information systems in the business environment.													