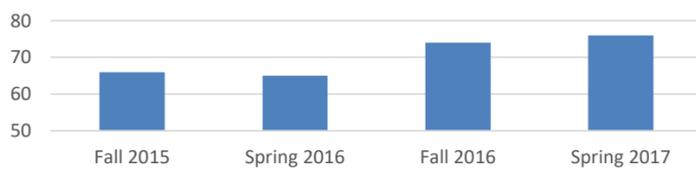
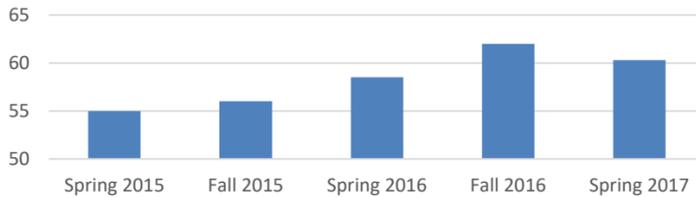
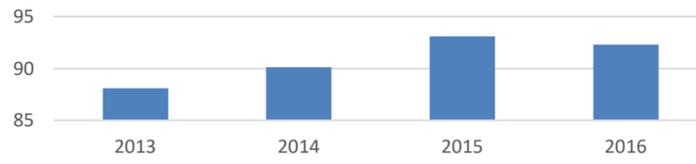
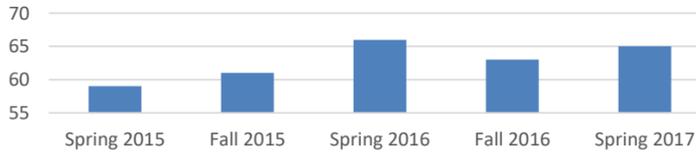
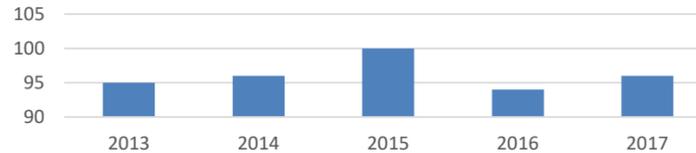
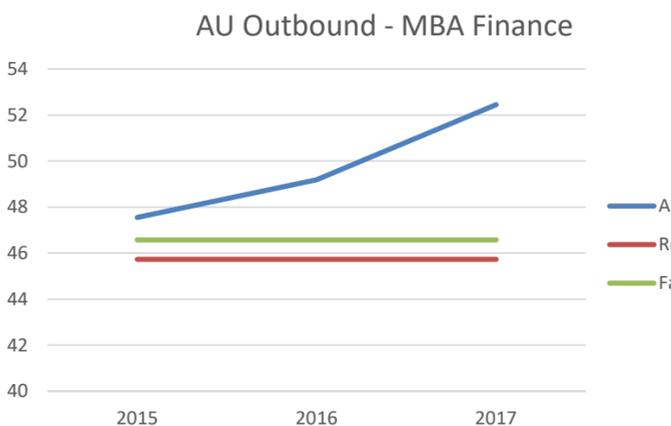
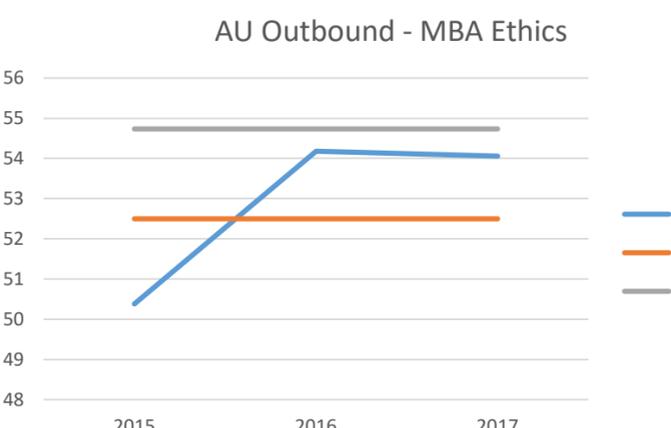
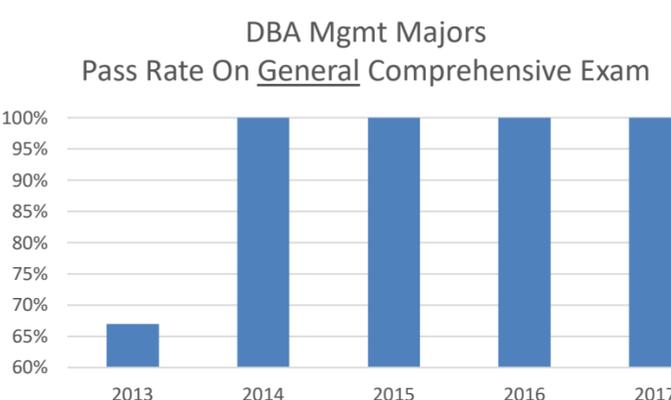
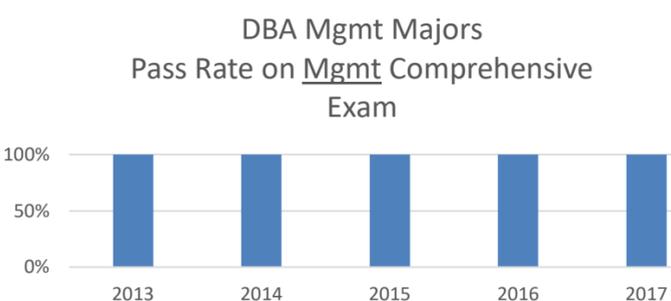


## Standard #4 Measurement and Analysis of Student Learning and Performance

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

Performance Indicator	Definition																
<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.                      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>																
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)												
<b>Measurable goal</b>	<b>Do not use grades.</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>													
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>																
(BAA-2-1) 60% of accounting students will score average or above on the accounting section of the Peregrine outbound exam compared to faith-based schools.	Peregrine Outbound Assessment score compared to faith-based institutions.  Direct Summative External Comparative	Current year 58%	Improving, but need improvement in the CPA components	We have strengthened the CPA aspects of the accounting major in reponse to the issues raised in this report. See Acct Program Changes file for details.	<p style="text-align: center;">Percent of Accounting students scoring above mean of faith-based schools in accounting subjects</p> <table border="1" style="display: none;"> <caption>Percent of Accounting students scoring above mean of faith-based schools in accounting subjects</caption> <thead> <tr><th>Year</th><th>Percent</th></tr> </thead> <tbody> <tr><td>Spring 2015</td><td>48</td></tr> <tr><td>Fall 2015</td><td>50</td></tr> <tr><td>Spring 2016</td><td>51</td></tr> <tr><td>Fall 2016</td><td>51</td></tr> <tr><td>Spring 2017</td><td>52</td></tr> </tbody> </table>	Year	Percent	Spring 2015	48	Fall 2015	50	Spring 2016	51	Fall 2016	51	Spring 2017	52
Year	Percent																
Spring 2015	48																
Fall 2015	50																
Spring 2016	51																
Fall 2016	51																
Spring 2017	52																
(BAA-2-1) 60% of accounting students will score average or above on the accounting section of the Peregrine outbound exam compared to Region 4 ACBSP schools.	Peregrine Outbound Assessment score compared to Region 4 ACBSP schools  Direct Summative External Comparative	Current year 59%	Improving, but need improvement in the CPA components	We have strengthened the CPA aspects of the accounting major in reponse to the issues raised in this report. See Acct Program Changes file for details.	<p style="text-align: center;">Percent of Accounting students scoring above mean of Region 4 schools in accounting subjects</p> <table border="1" style="display: none;"> <caption>Percent of Accounting students scoring above mean of Region 4 schools in accounting subjects</caption> <thead> <tr><th>Year</th><th>Percent</th></tr> </thead> <tbody> <tr><td>Spring 2015</td><td>48</td></tr> <tr><td>Fall 2015</td><td>50</td></tr> <tr><td>Spring 2016</td><td>53</td></tr> <tr><td>Fall 2016</td><td>54</td></tr> <tr><td>Spring 2017</td><td>55</td></tr> </tbody> </table>	Year	Percent	Spring 2015	48	Fall 2015	50	Spring 2016	53	Fall 2016	54	Spring 2017	55
Year	Percent																
Spring 2015	48																
Fall 2015	50																
Spring 2016	53																
Fall 2016	54																
Spring 2017	55																
(BAA-2-2) 90% of accounting alumni will report that they gained a good understanding of the accounting discipline.	Alumni Survey  Indirect Summative Internal	Current year 85%	Our accounting alumni ratings were not what we desired.	We have strengthened the CPA aspects of the accounting major in reponse to the issues raised in this report. See Acct Program Changes file for details.	<p style="text-align: center;">% Acct Alumni Reporting Good Understanding of Discipline</p> <table border="1" style="display: none;"> <caption>% Acct Alumni Reporting Good Understanding of Discipline</caption> <thead> <tr><th>Year</th><th>Percent</th></tr> </thead> <tbody> <tr><td>2013</td><td>81</td></tr> <tr><td>2014</td><td>83</td></tr> <tr><td>2015</td><td>86</td></tr> <tr><td>2016</td><td>83</td></tr> <tr><td>2017</td><td>85</td></tr> </tbody> </table>	Year	Percent	2013	81	2014	83	2015	86	2016	83	2017	85
Year	Percent																
2013	81																
2014	83																
2015	86																
2016	83																
2017	85																

(BAA-5-1) 75% of accounting students will demonstrate competency with Excel, a major tool in the profession.	Excel Certification exam pass rate Direct Formative External Comparative	current year 78%	We are now reaching our goal after recent changes to the course content.	We implemented the Excel certification exam in our CSPC1100 course as a result of the deficiencies identified by students and the advisory committees in this area.	<p style="text-align: center;">% Accounting students passing Excel Certification Exam</p>  <table border="1" data-bbox="2002 235 2698 404"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>65%</td> </tr> <tr> <td>Spring 2016</td> <td>65%</td> </tr> <tr> <td>Fall 2016</td> <td>75%</td> </tr> <tr> <td>Spring 2017</td> <td>78%</td> </tr> </tbody> </table>	Year	Percentage	Fall 2015	65%	Spring 2016	65%	Fall 2016	75%	Spring 2017	78%		
Year	Percentage																
Fall 2015	65%																
Spring 2016	65%																
Fall 2016	75%																
Spring 2017	78%																
(BAA-3-1) Accounting students will demonstrate a good understanding of the discipline with at least 60% in the top 50th percentile world wide in the BSG on accounting management.	Businss Simulation Game worldwide financial management percentile ratings. Direct Formative External Comparative	Current year 60.3%	Doing well, but some variation.	This helps to confirm that the financial management component of our accounting program is strong	<p style="text-align: center;">% Accounting Students scoring in the top 50th percentile</p>  <table border="1" data-bbox="2002 552 2698 749"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>55%</td> </tr> <tr> <td>Fall 2015</td> <td>56%</td> </tr> <tr> <td>Spring 2016</td> <td>59%</td> </tr> <tr> <td>Fall 2016</td> <td>62%</td> </tr> <tr> <td>Spring 2017</td> <td>60%</td> </tr> </tbody> </table>	Year	Percentage	Spring 2015	55%	Fall 2015	56%	Spring 2016	59%	Fall 2016	62%	Spring 2017	60%
Year	Percentage																
Spring 2015	55%																
Fall 2015	56%																
Spring 2016	59%																
Fall 2016	62%																
Spring 2017	60%																
(BAA-4-1) At least 90% of accounting alumni will report that they were well prepared for their work compared to their peers	Alumni Survey Indirect Summative Internal	Current year 92.3%	Good improvement, but several alumni had indicated the need to improve the CPA components and the use of Excel.	Based on feedback from the Alumni survey, we implemented the Excel certification exam in our CSPC1100 course and strengthened the CPA aspects of the accounting major	<p style="text-align: center;">Acct Alumni reporting Well prepared for work</p>  <table border="1" data-bbox="2002 869 2698 1033"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>88%</td> </tr> <tr> <td>2014</td> <td>90%</td> </tr> <tr> <td>2015</td> <td>93%</td> </tr> <tr> <td>2016</td> <td>92%</td> </tr> </tbody> </table>	Year	Percentage	2013	88%	2014	90%	2015	93%	2016	92%		
Year	Percentage																
2013	88%																
2014	90%																
2015	93%																
2016	92%																
(BAA-6-1) At least 60% of accounting majors will demonstrate a good understanding of ethics	Peregrine Exam Ethics section scores. Direct Summative External Comparative	Current year 65%	We are strong in this area - reflecting our strong integration of ethics in our course work.	Data reviewed by the accounting faculty. No changes anticipated.	<p style="text-align: center;">Percent Acct students scoring above mean in Ethics</p>  <table border="1" data-bbox="2002 1164 2698 1316"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>59%</td> </tr> <tr> <td>Fall 2015</td> <td>61%</td> </tr> <tr> <td>Spring 2016</td> <td>66%</td> </tr> <tr> <td>Fall 2016</td> <td>63%</td> </tr> <tr> <td>Spring 2017</td> <td>65%</td> </tr> </tbody> </table>	Year	Percentage	Spring 2015	59%	Fall 2015	61%	Spring 2016	66%	Fall 2016	63%	Spring 2017	65%
Year	Percentage																
Spring 2015	59%																
Fall 2015	61%																
Spring 2016	66%																
Fall 2016	63%																
Spring 2017	65%																
(BAA-7-1) At least 95% of accounting majors will be employed in their field or attending grad school within one year of graduation.	Employment data gathered by our placement office. Indirect Summative Internal	Current year 96%	We are strong in this area.	Data reviewed by the accounting faculty. Recommended continuing forward with the re-designed major.	<p style="text-align: center;">% Acct students employed or in grad school within one year</p>  <table border="1" data-bbox="2002 1447 2698 1600"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>95%</td> </tr> <tr> <td>2014</td> <td>96%</td> </tr> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>94%</td> </tr> <tr> <td>2017</td> <td>96%</td> </tr> </tbody> </table>	Year	Percentage	2013	95%	2014	96%	2015	100%	2016	94%	2017	96%
Year	Percentage																
2013	95%																
2014	96%																
2015	100%																
2016	94%																
2017	96%																

<p>(M-2-8) MBA graduates will demonstrate a high level of knowledge in the program's core business topics by having comprehensive scores at least 1% higher than the comprehensive scores of the program's defined peer-group on the program's outbound exam.</p>	<p>Peregrine Outbound Assessment finance score</p> <p>Direct Summative External Comparative</p>	<p>Since the summer of 2015 we have been well above our comparison groups. We are currently 6.1 points (13%) higher than the ACBSP Region 4 comparison group and 5.2 points (11%) higher than the Faith-based comparison group in finance.</p>	<p>We are strong in this area, but need to continue to improve relative to the faith-based comparison group.</p>	<p>This was reviewed by our faculty and recommended to continue with the program as currently designed, but continue to monitor.</p>	<p>AU Outbound - MBA Finance</p>  <table border="1"> <caption>AU Outbound - MBA Finance</caption> <thead> <tr> <th>Year</th> <th>AU</th> <th>Region 4</th> <th>Faith-based</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>47.5</td> <td>46.5</td> <td>46.8</td> </tr> <tr> <td>2016</td> <td>49.5</td> <td>46.5</td> <td>46.8</td> </tr> <tr> <td>2017</td> <td>52.5</td> <td>46.5</td> <td>46.8</td> </tr> </tbody> </table>	Year	AU	Region 4	Faith-based	2015	47.5	46.5	46.8	2016	49.5	46.5	46.8	2017	52.5	46.5	46.8
Year	AU	Region 4	Faith-based																		
2015	47.5	46.5	46.8																		
2016	49.5	46.5	46.8																		
2017	52.5	46.5	46.8																		
<p>(M-2-8) MBA graduates will demonstrate a high level of knowledge in the program's core business topics by having comprehensive scores at least 1% higher than the comprehensive scores of the program's defined peer-group on the program's outbound exam.</p>	<p>Peregrine Outbound Assessment ethics score</p> <p>Direct Summative External Comparative</p>	<p>We have seen a big improvement in the scores - from well below our comparison groups to well above our secular comparison group, but slightly below our faith-based comparison group. Currently we are 1.742 points (3.3%) above our Region 4 comparison group and 0.495 points (1%) below our faith-based comparison group.</p>	<p>This is cause for concern - the variability may be related to teaching or to curriculum.</p>	<p>This was reviewed by our faculty and recommended to continue with the program as currently designed, but continue to monitor.</p>	<p>AU Outbound - MBA Ethics</p>  <table border="1"> <caption>AU Outbound - MBA Ethics</caption> <thead> <tr> <th>Year</th> <th>AU</th> <th>Region 4</th> <th>Faith-based</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>50.5</td> <td>52.5</td> <td>54.8</td> </tr> <tr> <td>2016</td> <td>54.2</td> <td>52.5</td> <td>54.8</td> </tr> <tr> <td>2017</td> <td>54.1</td> <td>52.5</td> <td>54.8</td> </tr> </tbody> </table>	Year	AU	Region 4	Faith-based	2015	50.5	52.5	54.8	2016	54.2	52.5	54.8	2017	54.1	52.5	54.8
Year	AU	Region 4	Faith-based																		
2015	50.5	52.5	54.8																		
2016	54.2	52.5	54.8																		
2017	54.1	52.5	54.8																		
<p>(D-1-6) At least 60% of DBA Management majors will successfully pass all four sections of the General Comprehensive Exam covering the foundational areas of Management, Marketing, Economics and Accounting/Finance on their first attempt</p>	<p>DBA General Comprehensive Exam</p> <p>Direct Summative Internal</p>	<p>2013 - 67% 2014 - 100% 2015 - 100% 2016 - 100% 2017 - 100%</p>	<p>While 2013 numbers were above the goal, they were still not strong. We have seen solid results since that time.</p>	<p>In 2013 67% passed on their first attempt. Since then 100% have passed on their first attempt. While reviewing the pass rate of the DBA management majors, faculty recommended changes to the examination policy to make the final opportunity clarifying question oral exam process more formal and evaluative.</p>	<p>DBA Mgmt Majors Pass Rate On <u>General</u> Comprehensive Exam</p>  <table border="1"> <caption>DBA Mgmt Majors Pass Rate On General Comprehensive Exam</caption> <thead> <tr> <th>Year</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>67%</td> </tr> <tr> <td>2014</td> <td>100%</td> </tr> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> </tbody> </table>	Year	Pass Rate	2013	67%	2014	100%	2015	100%	2016	100%	2017	100%				
Year	Pass Rate																				
2013	67%																				
2014	100%																				
2015	100%																				
2016	100%																				
2017	100%																				
<p>(D-1-6) At least 60% of DBA Management majors will successfully pass all four sections of the Management Major Comprehensive Exam covering the foundational areas of Management, Marketing, Economics and Accounting/Finance on their first attempt</p>	<p>DBA Management Comprehensive Exam</p> <p>Direct Summative Internal</p>	<p>2013 - 100% 2014 - 100% 2015 - 100% 2016 - 100% 2017 - 100%</p>	<p>The management majors have consistent passed all four sections of the Management Comprehensive Exam for the past five years.</p>	<p>The pass rates are satisfactory, the faculty will continue to monitor.</p>	<p>DBA Mgmt Majors Pass Rate on <u>Mgmt</u> Comprehensive Exam</p>  <table border="1"> <caption>DBA Mgmt Majors Pass Rate on Mgmt Comprehensive Exam</caption> <thead> <tr> <th>Year</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>100%</td> </tr> <tr> <td>2014</td> <td>100%</td> </tr> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> </tbody> </table>	Year	Pass Rate	2013	100%	2014	100%	2015	100%	2016	100%	2017	100%				
Year	Pass Rate																				
2013	100%																				
2014	100%																				
2015	100%																				
2016	100%																				
2017	100%																				

## Standard #6 - Organizational Performance Results, Table 6.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

**Table 6.1 Standard 6 - Organizational Performance Results**

<b>Organizational Effectiveness Results</b>	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.				
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>		<b>Insert Graphs or Tables of Resulting Trends</b>
<b>Measurable goal</b>	<b>(Indicate length of cycle)</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>Action Taken or Improvement made</b>	<b>(3-5 data points preferred)</b>
<b>What is your goal?</b>					
Maximum Faculty Advising load not to exceed 25 students.	Measurements of faculty advising loads for each academic year. Data is provided by the registrar's office from the university database.	As seen in the graph, and in the attached "2013-2017 Advising Loads" file, our average is 12.6 and our current maximum is 28.	While almost all the faculty are within the goal, there is more work that needs to be done to bring the few faculty members down to the goal. We continue to make adjustments related to program loads of the majors. In the current semester, we are over the goal by 3 with our highest loaded faculty member.	Adjustments have been made. We also discovered problems in the process that result in improper assignment of advisees. Process improvements have been made.	<div style="text-align: center;"> <h3>Undergraduate Advising Loads</h3> </div>
Instructors will consult with Instructional Resources for design assistance for at least 50 courses per semester.	Instructional Resources department data report	72 courses were consulted for with Instructional Resources in the most recent semester	Steady increase in course consultations. We have reached our goal.	We have seen a great increase in the use of technology instructional resources. Now we need to monitor and see if we maintain this level.	<div style="text-align: center;"> <h3>Instructional Resources FSB Activity</h3> </div>

At least 50 students per semester use the Kissinger Learning Center resources

Learning Center Report generated by the Kissinger Learning Center

Most recent semester: 41  
Previous semester: 104 Average over 6 semesters: 66

There are wide fluctuations from semester to semester. At this point we need more data to determine the cause of the variations.

Continue to monitor and evaluate for better information on trends. Directed our faculty to announce information about the Learning Center and include information on their syllabi to encourage use.

