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

**Use this table to supply data for Criterion 4.2.**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Learning Results</strong></td>
<td>A student learning outcome is one that measures a specific competency attainment. 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. Add these to the description of the measurement instrument in column two:</td>
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<tr>
<td></td>
<td><strong>Direct</strong>: Assessing student performance by examining samples of student work.</td>
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<td></td>
<td><strong>Indirect</strong>: Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</td>
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<td></td>
<td><strong>Formative</strong>: An assessment conducted during the student’s education.</td>
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<tr>
<td></td>
<td><strong>Summative</strong>: An assessment conducted at the end of the student’s education.</td>
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<td></td>
<td><strong>Internal</strong>: An assessment instrument that was developed within the business unit.</td>
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<td></td>
<td><strong>External</strong>: An assessment instrument that was developed outside the business unit.</td>
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<tr>
<td></td>
<td><strong>Comparative</strong>: 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>What is your measurement instrument or process?</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends points preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is your goal?</strong></td>
<td>(Indicate type of instrument) direct, formative, internal, comparative</td>
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<tr>
<td><strong>ETS PSLO #1: Comprehend (Demonstrates understanding of business functions and management concepts)</strong></td>
<td>ETS Major Field Test Scores (Overall): Achieve an average institutional score within 95% of the domestic institutional mean.</td>
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<td></td>
<td>Data is available for 6 cycles. The benchmark was met in the most recent three, but not in the first 1. Students were not taking the ETS annually and some results indicated that they were finishing the test as quickly as they could from the screens. These issues skewed the lower scores. The ETS was required as a mandatory component of the capstone course, and encouraged faculty to make the results have some sort of impact on a student’s grade.</td>
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<tr>
<td><strong>ETS PSLO #1: Comprehend (see above)</strong></td>
<td>ETS Major Field Test Scores (Topics): Achieve an average institutional score within 95% of each of the 9 ETS subject areas of Accounting, Economics, Management, Quantitative Analysis, Finance, Marketing, Logical/Social Environment, Information Systems, and International Business.</td>
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<tr>
<td></td>
<td>Data is available for 6 cycles. The benchmark was met in the most recent three, but not in the first 3. International Business had consistently low scores. A review of course-level outcomes and objectives show that specific content was not emphasized because it wasn’t directly supporting program level outcomes. Similarly, a review of course level outcomes for areas we do emphasize (such as IT concepts) indicated that students performed well in those areas. A course in International Business had consistently low scores, we will continue to watch the International Business category to see if that addition will start these averages, a benchmark was set in order to bring the institutional results closer to those national averages.</td>
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<tr>
<td><strong>ETS PSLO #2: Comprehend (see above)</strong></td>
<td>Graduating Senior Survey: Students will recognize significant progress in their ability to demonstrate understanding of business functions and management concepts. Fiber, organs and internal data relevant to making business decisions.</td>
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<tr>
<td></td>
<td>The benchmark was met in the 3 data cycles measured, with 90-100% answering “Agree” or “strongly agree”. Students are from varying levels of agreement with these statements of progress towards each of our program level outcomes. The goal is to have at least 90% of respondents agree.</td>
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</tbody>
</table>

**Action Taken or Improvement made**
- Extended our subscription to ETS so that we could evaluate the content areas (see below) because the overall average was revealing little about whether or not students were gaining the actual content we cover in the program.
- Add these to the description of the measurement instrument in column two:

**Insert Graphs or Tables of Resulting Trends points preferred**

- **ETS Benchmark**: (95% of National Mean)
- **ETS Topic Scores**: as a % of National Mean (Benchmark = 95% of National Mean)

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**Note:**
- **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.
- **Direct** - A direct measure of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.
- **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.
UG PSLO #2: Assess (Evaluate applicable economic, financial, ethical, statistical, legal, and strategic perspectives to support sound business decisions)

Students can demonstrate the understanding of the various links and functional areas within a business by making and following decisions based on ethical and strategic perspectives.

Direct, formative, and external assessment of student performance over 8-10 simulated years of business activity. Based on weekly review of the ongoing CSR score and financial performance, interventions to improve student performance are identified and implemented; need to be considered.

Next steps: Encourage more business faculty to teach sections of the capstone course. Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.

Next steps: Possible actions for this benchmark include:

- Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.
- Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.
- Move exclusively to the use of the new form.
- Students selected from varying levels of agreement / disagreement with these statements of progress towards each of our program level outcomes, and what these mean might make their answers more relevant; emphasizing what it means to "comprehend" business information.

UG PSLO #3: Communicate (Use oral and written communication techniques which engage audiences by conveying business concepts professionally and credibly)

UG (Employer rating of interpersonal skills) Goal: When evaluating students' interpersonal performance, employers rate 90% of students as having "outstanding" or "very good" interpersonal skills, and at least 50% as "outstanding".

UG (Employer) Goal: Our students' interpersonal skills are rated by employers at or above the worldwide average for overall company performance, and at or above the world average for overall company performance.

Next steps: Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.

Next steps: Move exclusively to the use of the new form. Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.

Next steps: Move exclusively to the use of the new form.

Next steps: Possible actions for this benchmark include:

- Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.
- Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.
- Move exclusively to the use of the new form.
- Students selected from varying levels of agreement / disagreement with these statements of progress towards each of our program level outcomes, and what these mean might make their answers more relevant; emphasizing what it means to "comprehend" business information.

UG PSLO #4: Collaborate (Apply collaborative behaviors to harness the strengths within diverse groups to meet organizational need in a team setting)

Students will select and participate in diverse teams to meet organizational need in a team setting.

Indirect, summative, and internal assessment of student performance.

The benchmark was met in the 3 data cycles measured, with 90-100% answering "agree" or "strongly agree".

The sample size for Dec 2016 graduates was very small (N=3). Overall, response rates are fairly low for this survey (~40%), so we should look into compelling a response somehow. Making students more familiar with our program level outcomes and what these mean might make their answers more relevant; emphasizing what it means to "comprehend" business information.

UG PSLO #5: Asses (Assess applicable economic, financial, ethical, statistical, legal, and strategic perspectives to support sound business decisions)

Students can demonstrate understanding of the various links and functional areas within a business by making and following decisions based on ethical and strategic perspectives.

Direct, formative, and external assessment of student performance over 8-10 simulated years of business activity. Based on weekly review of the ongoing CSR score and financial performance, interventions to improve student performance are identified and implemented; need to be considered.

Next steps: Encourage more business faculty to teach sections of the capstone course. Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.

Next steps: Possible actions for this benchmark include:

- Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.
- Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.
- Move exclusively to the use of the new form.
- Students selected from varying levels of agreement / disagreement with these statements of progress towards each of our program level outcomes, and what these mean might make their answers more relevant; emphasizing what it means to "comprehend" business information.

UG PSLO #6: Asses (Assess applicable economic, financial, ethical, statistical, legal, and strategic perspectives to support sound business decisions)

Students can demonstrate understanding of the various links and functional areas within a business by making and following decisions based on ethical and strategic perspectives.

Direct, formative, and external assessment of student performance over 8-10 simulated years of business activity. Based on weekly review of the ongoing CSR score and financial performance, interventions to improve student performance are identified and implemented; need to be considered.

Next steps: Encourage more business faculty to teach sections of the capstone course. Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.

Next steps: Possible actions for this benchmark include:

- Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.
- Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.
- Move exclusively to the use of the new form.
- Students selected from varying levels of agreement / disagreement with these statements of progress towards each of our program level outcomes, and what these mean might make their answers more relevant; emphasizing what it means to "comprehend" business information.

UG PSLO #7: Asses (Assess applicable economic, financial, ethical, statistical, legal, and strategic perspectives to support sound business decisions)

Students can demonstrate understanding of the various links and functional areas within a business by making and following decisions based on ethical and strategic perspectives.

Direct, formative, and external assessment of student performance over 8-10 simulated years of business activity. Based on weekly review of the ongoing CSR score and financial performance, interventions to improve student performance are identified and implemented; need to be considered.

Next steps: Encourage more business faculty to teach sections of the capstone course. Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.

Next steps: Possible actions for this benchmark include:

- Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.
- Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.
- Move exclusively to the use of the new form.
- Students selected from varying levels of agreement / disagreement with these statements of progress towards each of our program level outcomes, and what these mean might make their answers more relevant; emphasizing what it means to "comprehend" business information.

UG PSLO #8: Asses (Assess applicable economic, financial, ethical, statistical, legal, and strategic perspectives to support sound business decisions)

Students can demonstrate understanding of the various links and functional areas within a business by making and following decisions based on ethical and strategic perspectives.

Direct, formative, and external assessment of student performance over 8-10 simulated years of business activity. Based on weekly review of the ongoing CSR score and financial performance, interventions to improve student performance are identified and implemented; need to be considered.

Next steps: Encourage more business faculty to teach sections of the capstone course. Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.

Next steps: Possible actions for this benchmark include:

- Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.
- Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.
- Move exclusively to the use of the new form.
- Students selected from varying levels of agreement / disagreement with these statements of progress towards each of our program level outcomes, and what these mean might make their answers more relevant; emphasizing what it means to "comprehend" business information.

UG PSLO #9: Asses (Assess applicable economic, financial, ethical, statistical, legal, and strategic perspectives to support sound business decisions)

Students can demonstrate understanding of the various links and functional areas within a business by making and following decisions based on ethical and strategic perspectives.

Direct, formative, and external assessment of student performance over 8-10 simulated years of business activity. Based on weekly review of the ongoing CSR score and financial performance, interventions to improve student performance are identified and implemented; need to be considered.

Next steps: Encourage more business faculty to teach sections of the capstone course. Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.

Next steps: Possible actions for this benchmark include:

- Continue to monitor the benchmark; if we continue to meet or beat it, maybe we should raise the bar.
- Consider adding a mid-semester peer evaluation so that this tool can be established as a common understanding; the use of the new form has been implemented. Need to be considered.
- Move exclusively to the use of the new form.
- Students selected from varying levels of agreement / disagreement with these statements of progress towards each of our program level outcomes, and what these mean might make their answers more relevant; emphasizing what it means to "comprehend" business information.
UG PSLO #1: Collaborate (see above)
Students will recognize significant progress in their ability to work effectively in teams towards organizational goals.

Goal was not met until the most recent data cycle, however these students do still agree. The benchmark was not met in the last 4 cycles.

Next steps:
- Continue to monitor this category, with attention paid to sample size.
- Add a free-form comments box in the survey for this question.
- Encourage participation.
- Extend the timing for answering the survey and find other ways to improve response rates.
- Add a free-form comments box in the survey for this question.

UG Accounting: Students can analyze financial data to make sound strategic financial decisions
Accounting students should perform above the global average and better than non-accounting students in making accurate pro-forma financial statements.

Compare to the national mean and to DelVal accounting students in the same specialization. The small group of students who have taken advanced accounting courses performs better in this aspect of the simulation.

Sample size was very small (3-4 students per semester). The sample size will continue to remain small unless accounting enrollments increase. Next steps:
- Continue to monitor this performance to see if it continues over time.
- Assigning students taking seminar together are not allowed to be on the same team.

UG Accounting: Students can apply appropriate principles of ethics and corporate social responsibility to accounting and business situations.
Accounting students should perform above the global average and better than non-accounting students in making socially and fiscally responsible decisions.

Sample size was very small (3-4 students per semester). Compared to the national mean and to DelVal students in other specializations, this small group of students who have taken advanced accounting courses performs better in this aspect of the simulation.

Sample size was very small (3-4 students per semester). The sample size will continue to remain small unless accounting enrollments increase. Next steps:
- Continue to monitor this performance to see if it continues over time.
- Assigning students taking seminar together are not allowed to be on the same team.

UG Accounting: Students can analyze the accounting cycle and relevant accounting statements to evaluate accuracy of financial results.
Accounting students should perform above the global average and better than non-accounting students in making socially and fiscally responsible decisions.
ETS Major Field Test scores in accounting. Meet the benchmark in the last 4 cycles.

Sample size was very small (3-4 students per semester). Compared to the national mean and to DelVal students in other specializations, the small group of students who have taken advanced accounting courses performs better in this aspect of the simulation.

Sample size was very small (3-4 students per semester). The sample size will continue to remain small unless accounting enrollments increase. Next steps:
- Continue to monitor this performance to see if it continues over time.
- Assigning students taking seminar together are not allowed to be on the same team.

UG Marketing: Students can effectively market a company’s product/service while controlling marketing costs.
Marketing students should perform above the global average and better than non-marketing students in making marketing decisions.

Sample size was very small (2-5 students per semester). The sample size will continue to remain small unless marketing enrollments increase. Next steps:
- Continue to monitor this category, with attention paid to sample size.

UG Marketing: Students can analyze financial data to make sound strategic financial decisions
Marketing students should perform above the global average and better than non-marketing students in making accurate pro-forma financial statements.

Sample size was very small (3-5 students per semester). The sample size will continue to remain small unless marketing enrollments increase. Next steps:
- Continue to monitor this performance to see if it continues over time.
- Assigning students taking seminar together are not allowed to be on the same team.
UG Marketing: Students identify and select the appropriate marketing mix to serve a market. Marketing students should perform above the global average and better than non-marketing students in the marketing specialization.

ETS Major Field Test (Marketing Scores): This is a direct, summative, external, comparative assessment of student results. Examine the ETS results for only those students in the marketing specialization.

Goal was met for all 3 data cycles. Sample sizes are very small (4-5 students). Sample size will continue to remain small unless marketing enrollments increase.

Next steps:
Continue to monitor this category, with attention paid to sample size.

UG Management: Students can effectively market a company's product/service while controlling marketing costs. Management students should perform above the global average and better than non-management students in making production and workforce management decisions.

Business Strategy Game "Operations Management" and "Human Resource Management" scores: This is a direct, summative, comparative, and external assessment of the company's market image and marketing costs per unit sold.

Goal was met for one of the data cycles, but the sample size was only one student. Sample sizes are very small (0-10 students). Sample size will continue to remain small unless management enrollments increase.

Next steps:
Continue to monitor this category, with attention paid to sample size.

UG Management: Students can identify effective types of management in an organization and apply the appropriate principles of management in business. Management students should perform above the global average and better than non-management.

ETS Major Field Test (Management Scores): This is a direct, summative, external, comparative assessment of student results. Examine the ETS results for only those students in the management specialization.

Goal was met for one of the data cycles (having only one student assessed), had no students for another cycle, and did not meet the goal in the largest sample size (7). Sample sizes are very small (0-7 students). Sample size will continue to remain small unless management enrollments increase.

Next steps:
Continue to monitor this category, with attention paid to sample size.

UG Sports Management: Students can apply critical thinking and creative problem solving skills to issues faced in the sports management industry.

E360 Internship: Student Assessment of internship in a sports management-related internship. This is a direct, summative, external, assessment of student's ability to apply core knowledge within the sports management field performance.

Goal was met in every data cycle, to varying levels of self-reported increases in ability to apply core knowledge. Sample sizes are very small (2-7 students). Sample size will continue to remain small unless sports management enrollments increase.

Next steps:
Continue to monitor this category, with attention paid to sample size.

UG Sports Management: Students can apply critical thinking and creative problem solving skills in a sports management-related internship. This is an indirect, summative, external assessment of student's critical thinking and problem solving skills.

E360 Internship: Employer Assessment of student's critical thinking and problem solving skills in a sports management-related internship. This is an indirect, summative, external assessment of student performance.

Goal was met in all but one data cycle (Sp 17). Sample sizes are very small (4-5), except in the 3rd data cycle (16). Sample size will continue to remain small unless sports management enrollments increase.

Next steps:
Continue to monitor this category, with attention paid to sample size.
UG Sports Management: Students can identify and analyze legal and socio-economic concepts in the sports industry.

Sports management students should perform above the global average and better than non-sports management students.

ETS Major Field Test scores in legal & social environment: Meet the national mean in the ETS subject area.

**Sample size and sample size well-defined:**

Sample size will continue to remain small unless sports management enrollments increase.

Next steps:

Continue to monitor this category, with attention paid to sample size.