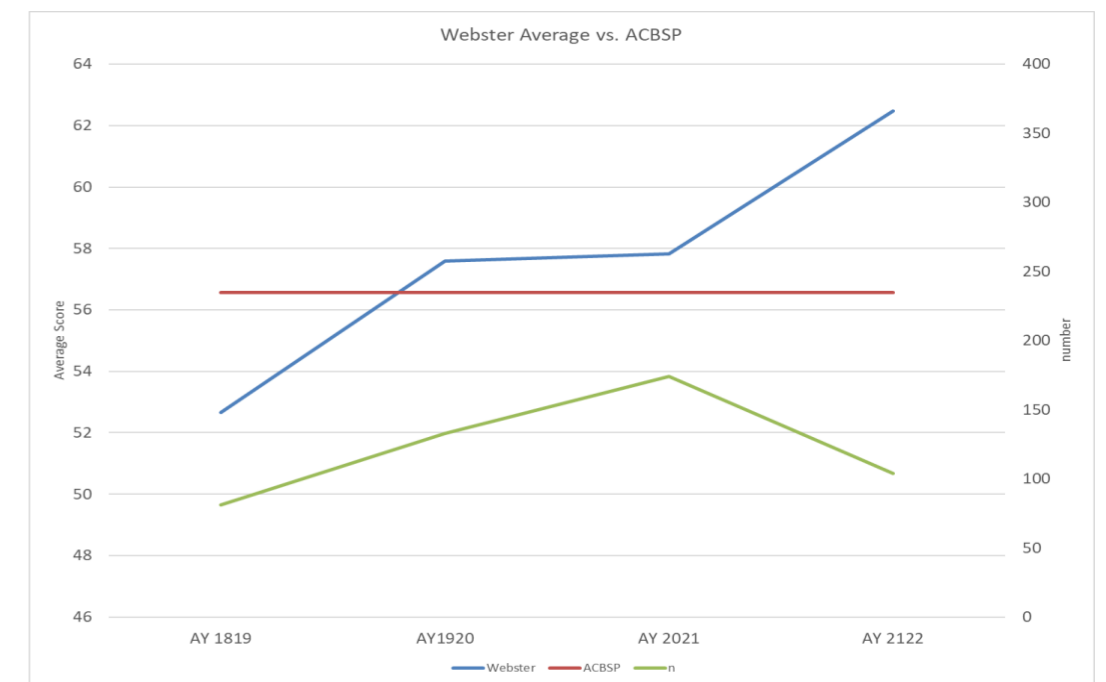
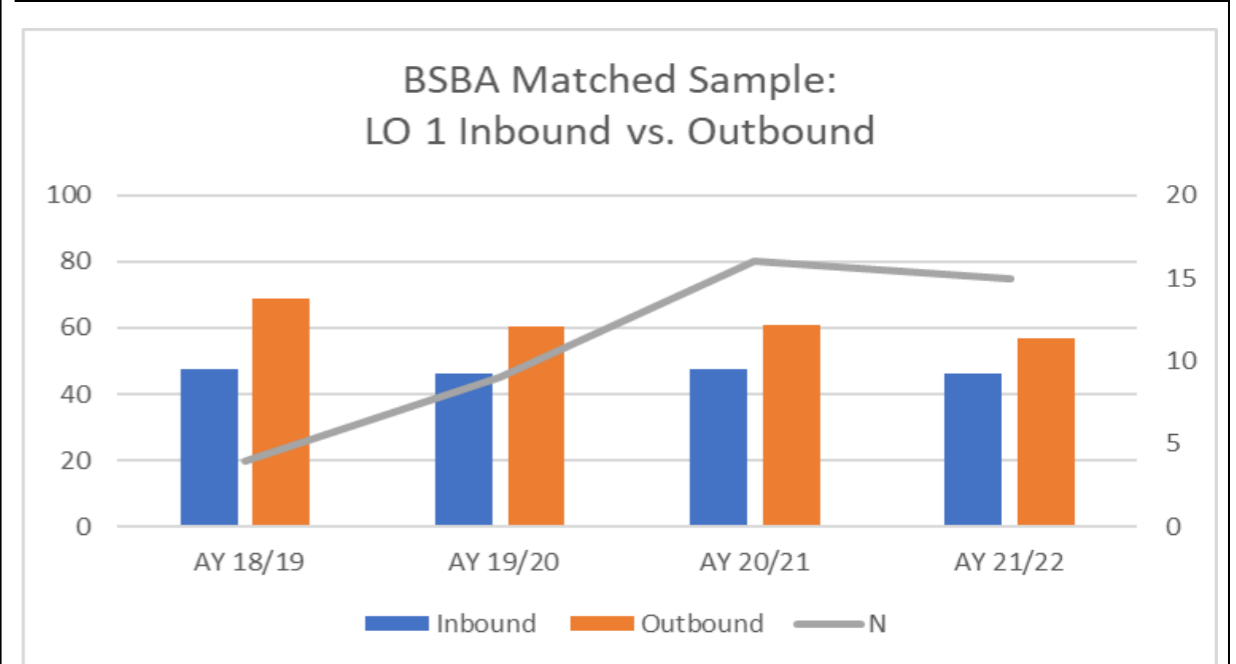


## Standard #4 Measurement and Analysis of Student Learning and Performance

<b>Student Learning Results: PLO 1</b>	<p><b>Students use information, analytical tools and problem-solving skills to make well-reasoned business decisions, considering both quantitative factors and qualitative factors such as ethical considerations.</b></p> <p>Topics included: Information Management Systems, Quantitative Research Techniques and Statistics</p>
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		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)

<p>Peregrine Exam.</p> <p>Inbound scores measure a baseline at the beginning of a student's program, in MNGT 2100.</p> <p>Outbound scores are captured in the students' capstone, MNGT 4900.</p> <p>Goal is to meet or exceed ACBSP outbound average and to see an increase in matched sample of outbound vs. inbound.</p>	<p>Direct, formative, summative, external multiple choice exam developed and administered by Peregrine Global Services.</p>	<p>For the most recent AY, the average inbound score in the relevant areas 46/100. The average outbound score in the relevant areas is 56.7/100. This year's results show an 23.2% increase in students' scores as a result of completing the program.</p> <p>Average scores have exceeded benchmark over last 3 years.</p>	<p>This year's inbound results were consistent with the prior three years. We have seen a decrease in Outbound results from the matched sample although earlier years have very small sample sizes and so the estimates are less reliable. We would like to reverse this decreasing trend.</p>	<p>Program revisions are under consideration, including increased use of technology such as Excel, Tableau, ERP, etc. Additional emphasis will be placed on data analysis.</p>
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## Standard #4 Measurement and Analysis of Student Learning and Performance

<b>Student Learning Results: PLO 2</b>	<b>Students can develop strategies addressing the legal, ethical, economic and global environment in which the enterprise operates.</b>  Topics included: Business Ethics, Macroeconomics, Global Dimensions of Business, Legal Environment of Business
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		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																								
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<p>Peregrine Exam.</p> <p>Inbound scores measure a baseline at the beginning of a student's program, in MNGT 2100.</p> <p>Outbound scores are captured in the students' capstone, MNGT 4900.</p> <p>Goal is to meet or exceed ACBSP outbound average and to see an increase in matched sample of outbound vs. inbound.</p>	<p>Direct, formative, summative, external multiple choice exam developed and administered by Peregrine Global Services.</p>	<p>For the most recent AY, the average inbound score in the relevant areas 45.3/100. The average outbound score in the relevant areas is 62.9/100. This year's results show an 38.7% increase in students' scores as a result of completing the program.</p> <p>Scores have exceeded the benchmark all years with the exception of AY 20/21 where Walker School students fell 1 percentage point below the ACBSP average (54% vs. 55%)</p>	<p>This year's inbound results were roughly the average of the three years' prior. Outbound scores have been increasing for the past three years.</p>	<p>Program revisions are under consideration, including an increased focus on ethics and global dimensions of business more purposefully distributed throughout the curriculum in order to give students both knowledge and context.</p>	<div style="margin-bottom: 20px;"> <h3 style="margin: 0;">BSBA Matched Sample: LO 2 Inbound vs. Outbound</h3> <table border="1" style="display: none;"> <caption>BSBA Matched Sample: LO 2 Inbound vs. Outbound</caption> <thead> <tr> <th>Year</th> <th>Inbound</th> <th>Outbound</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>AY 18/19</td> <td>40</td> <td>75</td> <td>5</td> </tr> <tr> <td>AY 19/20</td> <td>42</td> <td>55</td> <td>10</td> </tr> <tr> <td>AY 20/21</td> <td>50</td> <td>60</td> <td>15</td> </tr> <tr> <td>AY 21/22</td> <td>45</td> <td>65</td> <td>15</td> </tr> </tbody> </table> </div> <div> <h3 style="margin: 0;">Webster Average vs ACBSP</h3> <table border="1" style="display: none;"> <caption>Webster Average vs ACBSP</caption> <thead> <tr> <th>Year</th> <th>Webster</th> <th>ACBSP</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>AY 1819</td> <td>57</td> <td>55</td> <td>53</td> </tr> <tr> <td>AY 1920</td> <td>57</td> <td>55</td> <td>55</td> </tr> <tr> <td>AY 2021</td> <td>55</td> <td>55</td> <td>56</td> </tr> <tr> <td>AY 2122</td> <td>63</td> <td>55</td> <td>54</td> </tr> </tbody> </table> </div>	Year	Inbound	Outbound	N	AY 18/19	40	75	5	AY 19/20	42	55	10	AY 20/21	50	60	15	AY 21/22	45	65	15	Year	Webster	ACBSP	n	AY 1819	57	55	53	AY 1920	57	55	55	AY 2021	55	55	56	AY 2122	63	55	54
Year	Inbound	Outbound	N																																										
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AY 1920	57	55	55																																										
AY 2021	55	55	56																																										
AY 2122	63	55	54																																										

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

<b>Student Learning Results: PLO 3</b>	<b>Students will have a working knowledge in a set of analytical business tools related to: math, statistics, accounting, economics, marketing, finance and behavioral science.</b>  Topics included: Accounting, Business Finance, Economics, Microeconomics, Management: Organizational Behavior, Marketing
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		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)																																								
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Year	Inbound	Outbound	N																																										
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## Standard #4 Measurement and Analysis of Student Learning and Performance

<b>Student Learning Results: PLO 4</b>	<b>Students can apply business core concepts, principles and analytical skills across functional lines.</b>  Topics included: Management, Management: Human Resources, Management: Operations/Production Management
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		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																								
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## Standard #4 Measurement and Analysis of Student Learning and Performance

<b>Student Learning Results: PLO 5</b>	<p><b>Students can access, develop and use information to analyze business problems and propose feasible solutions.</b></p> <p>Topics included: Business Integration and Strategic Management, Business Leadership</p>
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		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)

<p>Peregrine Exam.</p> <p>Inbound scores measure a baseline at the beginning of a student's program, in MNGT 2100.</p> <p>Outbound scores are captured in the students' capstone, MNGT 4900.</p> <p>Goal is to meet or exceed ACBSP outbound average and to see an increase in matched sample of outbound vs. inbound.</p>	<p>Direct, formative, summative, external multiple choice exam developed and administered by Peregrine Global Services.</p>	<p>The average inbound score in the relevant areas 51.7/100. The average outbound score in the relevant areas is 63.3/100. This year's results show a 22.6% increase in students' scores as a result of completing the program.</p> <p>Scores exceed benchmark in each year</p>	<p>Our program has the least impact in this LO, according to the percent increase between inbound and outbound scores. This year's results reversed a decreasing trend that we had seen over the prior three years.</p>	<p>Program revisions are under consideration, including a redesigned capstone course that will allow students to apply their knowledge to business problems and learn how to develop solutions.</p>
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