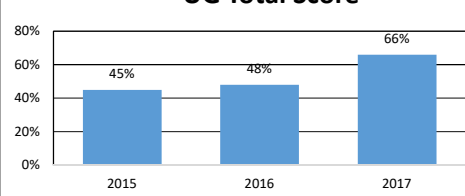
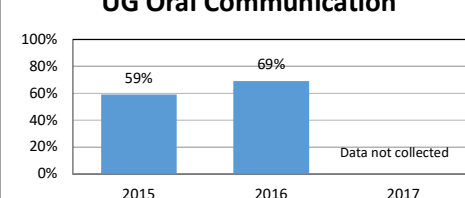
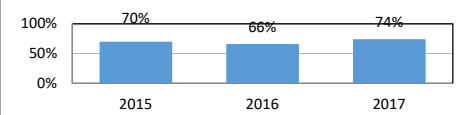
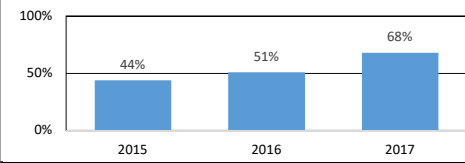
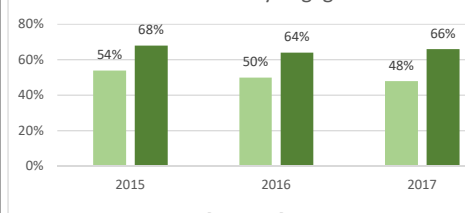
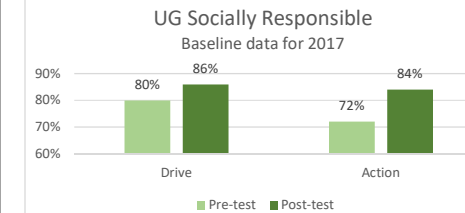
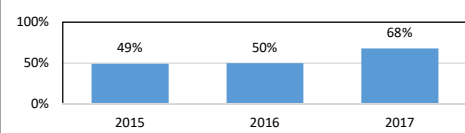
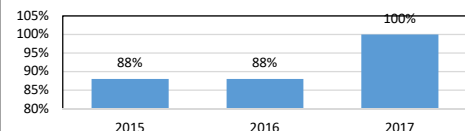
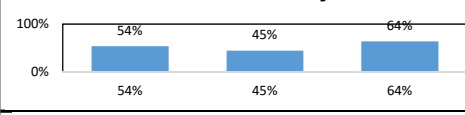
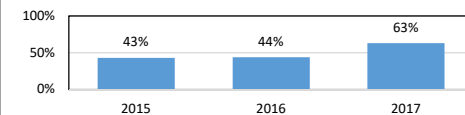
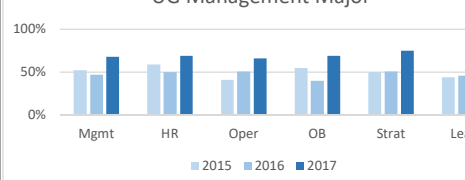
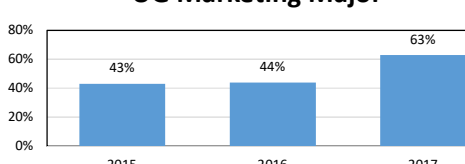


## Standard #4 Measurement and Analysis of Student Learning and Performance

Performance Indicator	Definition				
<b>1. Student Learning Results</b>	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				
Analysis of Results					
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative.	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made. What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
<b>Undergraduate: Professionally Competent: Basic Knowledge</b> Demonstrate knowledge of functional areas of business and their relationship to each other. Goal: 50% Score.	Summative, external, comparative from Peregrine exam.	66% (above the 50% goal) George Fox University scores Above comparison group (US ACBSP schools) in all functional areas of business. (NOTE: In 2017 we began giving students a partial grade incentive to ensure that they commit to the test; this explains some of the increase in scores.)	Peregrine test results indicate that our students graduate with excellent understanding of all functional areas of business. Finance and economics scores are the lowest scores for our students, so we must scrutinize our curriculum and approaches in these areas.	Since the most recent QA report, the College of Business has started to incentivize students to take the Peregrine test by (1) requiring the test in Strategic Management course and (2) tying 15% of the course grade to the test score. This resulted in an increase of the test scores, consistent with our expectations and with the academic literature. We seek to increase the number of test takers in the future to ensure that the vast majority of our graduating students take the Peregrine test.	<b>UG Total Score</b> 
<b>Undergraduate: Professionally Competent: Oral Communication</b> Demonstrate the ability to communicate effectively in front of a group. Goal: 80% score.	Summative, direct internal measure. Faculty evaluation of Senior Capstone speeches.	While the Oral Communication competency scores rose from 59% in 2015 to 69% in 2016, they remain below our goal of 80% average scores. (2017 results were not tallied due Senior Capstone course being substituted with Strategy for most students.)	2015 was the first year when individual presentations were evaluated, instead of team presentations. The college worked on focusing the assignment in 2016 which resulted in scores higher by 10 percentage points. The low marks indicate that oral communication competency should be strategically stressed in earlier business courses.	In 2016, students were asked to speak on a particular topic (ethical dilemma, financial presentation, persuasive speech) and time for questions was allowed. For 2018, oral presentation recordings have been collected GBSN 300 course taken by all business students.	<b>UG Oral Communication</b> 
<b>Undergraduate: Professionally Competent: Written Communication.</b> Demonstrate the ability to communicate effectively in writing related to a business topic. Goal: 80% score.	Summative, direct, internal measure. Faculty evaluation of a selected writing project.	Average score on individual paper 74%. Below 80% goal.	Significant increase over 2016.	College of Business worked on encouraging encourage continuity through the development of one idea as well as the use of basic tools like spell and grammar check. Written communication continues to be emphasized throughout the business curriculum.	<b>UG Written Communication</b> 
<b>Undergraduate: Ethically Grounded.</b> Demonstrate core ethical competencies. Goal: Mean score in Ethics section above 50%	Summative, external measure. Peregrine exam ethics section scores.	For the past two years, the graduating students' ethics scores have surpassed our goal of 50% mean score.	Past three years have shown a steady improvement in ethics scores. The most recent increase in 2017 could be attributed in part to new motivations' structure, so it will be important to see whether our ethics instruction results in similar scores in the future.	No significant changes are in order.	<b>UG Business Ethics Scores</b> 
<b>Undergraduate: Globally Engaged.</b> Demonstrate knowledge of the global business world by reflection on global belief systems and documenting global involvement/engagement Goal: Improvement from pre-test to post-test of 15% in the Knowledge category of the Cultural Intelligence Assessment test	Formative, external assessment. Cultural Intelligence (CQ) Assessment. Knowledge category of the survey is used. Pre and post test given to students in GBSN 300 business core course.	Students show strong improvement in this area, with pre-test to post-test increases of 26%, 28%, and 38% over the past three years respectively.	We note the improvement in our student scores from pre-test to post-test and view it as an indication of students increasing in their Cultural Intelligence knowledge, which corresponds with our goal of global business world knowledge. This improvement re-affirms our commitment to GBSN 300 as a course which meets the objectives our college sets for its students.	No further action necessary. We plan to continue offering the test in GBSN 300 as a measure of student knowledge of global business world.	<b>UG Globally Engaged</b> 
<b>Undergraduate: Socially Responsible.</b> Demonstrate awareness of social needs and responsibilities. Goal: Improvement from pre-test to post test of 15% points in each category; 80% or more scoring Medium or High on post test.	Formative, external, comparative from Cultural Intelligence Center. Drive and Action components of the survey are used. Pre and post survey given to students in global business core course. 2017 first year of data.	2017 administration of the survey showed improvement between pre and post survey with scores in Drive rising from 80% to 86% and scores in Action rising from 72% to 84%.	In baseline semester students showed improvement in both Drive and Action, indicating that students are becoming more socially responsive through exposure to social needs and responsibilities in their course(s).	Will continue to monitor this instrument to determine if it is effectively capturing Social Responsiveness.	<b>UG Socially Responsible</b> Baseline data for 2017 
<b>Undergraduate: Accounting Major</b> Goal: 55% Score.	Summative, external, comparative from Peregrine exam.	Department was able to meet its goal in 2017, with the average scores of 68%.	Threshold met in the most recent year. Improved motivation may have result in improved results.	Accounting faculty have reviewed the accounting section of the Peregrine test and adjusted coursework material.	<b>UG Accounting Major</b> 
<b>Undergraduate: Entrepreneurship Major</b> Apply knowledge to the creation and evaluation of entrepreneurial ventures. Goal: 55% score.	Summative, external, comparative from Peregrine exam.	Current results indicate excellent understanding of entrepreneurship concepts.	Threshold met in the most recent year. Improved motivation may have result in improved results.	Entrepreneurship faculty have reviewed the entrepreneurship section of the Peregrine test and adjusted coursework material. Goal and assessment may be altered going forward to ensure that the goal is not set too low, and that the measurement corresponds to our goal.	<b>UG Entrepreneurship Major</b> 
<b>Undergraduate: Finance Major</b> Demonstrate knowledge of finance concepts and apply those concepts to financial problems and projects. Goal: 55% score.	Summative, external, comparative from Peregrine exam.	Department was able to meet its goal in 2017, with the average scores of 64%.	Threshold met in the most recent year. Improved motivation may have result in improved results.	Finance faculty have reviewed the finance section of the Peregrine test and adjusted coursework material.	<b>UG Finance Major</b> 
<b>Undergraduate: Global Business Major</b> Demonstrate understanding of key global business concepts and demonstrate the ability to adapt to diverse cultural environments. Goal: 55% score.	Summative, external, comparative from Peregrine exam.	Department was able to meet its goal in 2017, with the average scores of 63%.	Threshold met in the most recent year. Improved motivation may have result in improved results.	Global Business faculty have reviewed the global business section of the Peregrine test and adjusted coursework material.	<b>UG Global Business Major</b> 
<b>Undergraduate: Management Major</b> Demonstrate understanding of foundational management and leadership concepts and theories and apply them to personal development and managerial problems. Goal: 55% score in each management discipline.	Summative, external, comparative from Peregrine exam.	Department was able to meet its goal in 2017, with the average scores in the management disciplines between 64% and 75%.	Threshold met in the most recent year. Improved motivation may have result in improved results. The lowest scores were in the areas of Leadership and Operations.	Faculty focusing on improving leadership education by increasing leadership content in management courses.	<b>UG Management Major</b> 
<b>Undergraduate: Marketing Major</b> Goal: 55% score.	Summative, external, comparative from Peregrine exam.	Department was able to meet its goal in 2017, with the average scores of 63%.	Threshold met in the most recent year. Improved motivation may have result in improved results.	Marketing faculty have reviewed the marketing section of the Peregrine test and adjusted coursework material.	<b>UG Marketing Major</b> 

<p><b>Full-Time MBA: Functional Competence</b> Goal: 50% score.</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Goal was reached in all three of the most recent years.</p>	<p>Evaluating the sub-categories of the Peregrine total score, the MBA students tend to do well in Economics and Strategy, variable in Accounting and Leadership, and poor in Finance and HR.</p>	<p>Program leadership will continue to review the testing areas and concept coverage in the courses to address low or variable scores.</p>	<p><b>FTMBA Total Scores</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>51%</td> </tr> <tr> <td>2016</td> <td>50%</td> </tr> <tr> <td>2017</td> <td>51%</td> </tr> </tbody> </table>	Year	Score	2015	51%	2016	50%	2017	51%								
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<p><b>Full-Time MBA: Professionally Competent: Oral Communication</b> Goal: 80% score.</p>	<p>Summative, direct, internal. Faculty evaluation of final group presentations.</p>	<p>Threshold was 80% average on rubric, which was achieved in the years when data was collected. 2015 (87%) and 2017 (90%).</p>	<p>Faculty continue to stress oral communication throughout the FTMBA curriculum, and this results in good final group presentation oral communication scores.</p>	<p>Continue to monitor and to clarify assignment structure and expectations.</p>	<p><b>FTMBA Oral Communication</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>87%</td> </tr> <tr> <td>2016</td> <td>80%</td> </tr> <tr> <td>2017</td> <td>90%</td> </tr> </tbody> </table>	Year	Score	2015	87%	2016	80%	2017	90%								
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<p><b>Full-Time MBA: Professionally Competent: Written Communication</b> Goal: 80% score.</p>	<p>Summative, direct, internal. Faculty evaluation of selected written assignments.</p>	<p>Threshold of 80% was met in 2017 (84%).</p>	<p>A significant drop in scores in 2016 was concerning, and can be explained partially by the fact that a large international cohort was in the program in 2015/16 and the infrastructure to support written communication development specifically for international students provided to be imperfect.</p>	<p>FTMBA program re-designed the curriculum of the pre-MBA international student curriculum for written communication preparation. When the re-designed system did not yield the desired results, the College of Business decided to bring language training in-house for 2018/19 year. The faculty also continue to work with all students on written communication readiness.</p>	<p><b>FTMBA Written Communication</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>78%</td> </tr> <tr> <td>2016</td> <td>66%</td> </tr> <tr> <td>2017</td> <td>84%</td> </tr> </tbody> </table>	Year	Score	2015	78%	2016	66%	2017	84%								
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<p><b>Full-Time MBA: Ethically Grounded</b> Goal: 50% score.</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Threshold of 50% was met in 2016 (55%) and 2017 (50%).</p>	<p>Have reached goals in the last two years but need to address if a continued downward trend develops.</p>	<p>Faculty have reviewed the ethics portion of the exam and adjusted course material as needed. MBA faculty are also discussing the separation of the Law and Ethics course into separate courses in Ethics and Law, and this should result in higher scores for Ethics in the future.</p>	<p><b>FTMBA Ethics Scores</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>49%</td> </tr> <tr> <td>2016</td> <td>55%</td> </tr> <tr> <td>2017</td> <td>50%</td> </tr> </tbody> </table>	Year	Score	2015	49%	2016	55%	2017	50%								
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<p><b>Part-Time MBA: Functional Competence</b> Goal: 50% score.</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Threshold was reached all three years.</p>	<p>Evaluating the sub-categories of the Peregrine total score, the PTMBA students in 2017 did well in Organizational Behavior and Leadership, met the goal for all disciplines other than Accounting, Finance, and Global Dimensions of Business.</p>	<p>Faculty have reviewed Peregrine test and adjusted coursework. The college took action to improve scores in Marketing, Operations, and Marketing, but further steps are necessary to continue improving the accounting scores.</p>	<p><b>PTMBA Total Scores</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>54%</td> </tr> <tr> <td>2016</td> <td>52%</td> </tr> <tr> <td>2017</td> <td>52%</td> </tr> </tbody> </table>	Year	Score	2015	54%	2016	52%	2017	52%								
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<p><b>Part-Time MBA: Professionally Competent: Oral Communication</b> Goal: 80% score.</p>	<p>Summative, direct, internal. Faculty evaluation of final group presentations.</p>	<p>Exceeded threshold of 80% on evaluation rubric with cohort scores ranging from 85-90%.</p>	<p>Exceeded objective, but noticed a decline of student Oral Communication skills as evaluated by our faculty.</p>	<p>Continue to monitor. Continue to stress oral communication throughout the PTMBA curriculum with presentations, video recorded assignments, and spoken responses.</p>	<p><b>PTMBA Oral Communication</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>90%</td> </tr> <tr> <td>2016</td> <td>87%</td> </tr> <tr> <td>2017</td> <td>85%</td> </tr> </tbody> </table>	Year	Score	2015	90%	2016	87%	2017	85%								
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<p><b>Part-Time MBA: Ethically Grounded</b> Goal: 50% score.</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Continue to exceed 50% threshold with cohort scores ranging from 56-60%.</p>	<p>Overall meeting objective.</p>	<p>Continue to monitor. Faculty have reviewed ethics section of Peregrine test and adjusted coursework as appropriate.</p>	<p><b>PTMBA Ethics Scores</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>60%</td> </tr> <tr> <td>2016</td> <td>56%</td> </tr> <tr> <td>2017</td> <td>56%</td> </tr> </tbody> </table>	Year	Score	2015	60%	2016	56%	2017	56%								
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<p><b>Part-Time MBA: Globally Engaged</b> Goal: 50% score</p>	<p>Summative, external, comparative from Peregrine exam.</p>	<p>Dropped below the target score of 50% in 2016 and 2017.</p>	<p>The program administration does not believe that the Peregrine measure is the best measure for the kind of Global Engagement that we want to teach to the working professionals in our PTMBA program. We have decided to switch to the Cultural Intelligence (CQ) assessment to measure this starting in 2017/18, and have already collected data for Fall 2017.</p>	<p>Continue to emphasize CSR in coursework, and monitor data as we collect CQ assessment scores.</p>	<p><b>PTMBA Globally Engaged</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>52%</td> </tr> <tr> <td>2016</td> <td>46%</td> </tr> <tr> <td>2017</td> <td>46%</td> </tr> </tbody> </table>	Year	Score	2015	52%	2016	46%	2017	46%								
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<p><b>DBA: Professionally Competent: Business Knowledge.</b> Students will demonstrate in-depth business knowledge as demonstrated by successful meeting of the program requirements. Goal: no students time out of the program due to the 7 year time limit.</p>	<p>A count, direct, internal measure: number of students timing out of the program.</p>	<p>in 2015-2017, 20 students graduated, 1 withdrew, and 1 timed out of the program.</p>	<p>One student did time out due to special circumstances.</p>	<p>Recruit and prepare students sufficiently well so that the faculty grading their coursework, exams, and dissertations would be able to graduate them.</p>	<p><b>DBA Professional Competency</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Graduated</th> <th>Withdrawn</th> <th>Timed out</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>2016</td> <td>8</td> <td>0</td> <td>1</td> </tr> <tr> <td>2017</td> <td>6</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	Year	Graduated	Withdrawn	Timed out	2015	6	0	0	2016	8	0	1	2017	6	1	0
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<p><b>DBA: Professionally Competent: Functional Competence.</b> Students will demonstrate an in-depth understanding of one functional area of business content. Goal: 80% score.</p>	<p>Summative, direct, internal measure. Faculty evaluation of a selected writing project.</p>	<p>Threshold was reached in two out of three years.</p>	<p>Realizing that in one out of the three years the threshold was not reached was one of the reasons why the program leadership chose to organize a curriculum review and an update to the marketing curriculum.</p>	<p>Will continue to use selected writing project to assess student understanding of functional areas of business content. Continue to monitor on a yearly basis.</p>	<p><b>DBA Functional Competence</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>82%</td> </tr> <tr> <td>2016</td> <td>68%</td> </tr> <tr> <td>2017</td> <td>81%</td> </tr> </tbody> </table>	Year	Score	2015	82%	2016	68%	2017	81%								
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<p><b>DBA: Professionally Competent: Teach business content.</b> Students will demonstrate the ability to teach business content. Goal: Score 80% score.</p>	<p>Summative, direct, internal measure. Faculty evaluation of teaching units.</p>	<p>Over the years, scores vary, fluctuating right around the target range. Threshold was reached in the most recent year.</p>	<p>Providing a lesson plan model in the teaching course and using that model in other courses has improved scores. Still room for improvement.</p>	<p>Encourage students to develop curriculum maps for their units and to place the units within the framework.</p>	<p><b>DBA Teaching</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>74%</td> </tr> <tr> <td>2016</td> <td>73%</td> </tr> <tr> <td>2017</td> <td>81%</td> </tr> </tbody> </table>	Year	Score	2015	74%	2016	73%	2017	81%								
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<p><b>DBA: Ethically Grounded.</b> Students will understand how to integrate ethics into business practice and the classroom. Goal: 100% of students passing ethics assessment.</p>	<p>Summative, direct, internal measure. We report the percentage of students who completed the teaching portfolio (including content in ethics) with a score of 80% or better.</p>	<p>All students earned a score of 80% or better, other than one student in 2016.</p>	<p>Vast majority of students demonstrate knowledge of ethical principles. Provide remedial action for the future students who do not demonstrate sufficient knowledge.</p>	<p>Continue to require ethics statement in teaching portfolio.</p>	<p><b>DBA Ethics</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>89%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> </tbody> </table>	Year	Score	2015	100%	2016	89%	2017	100%								
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<p><b>DBA: Social Awareness.</b> Reflects awareness of social needs and responsibilities. Goal: 90% score.</p>	<p>Formative, direct, internal measure. Evaluation of final project in BUSN 707 ethics course.</p>	<p>Threshold set at 90% pass (B-). Threshold met in 2015, data not collected in 2016, threshold narrowly missed in 2017 (85%)</p>	<p>in BUSN 707 we may need to stress more instruction related to social awareness constructs which are being tested.</p>	<p>Continue to monitor, add content coverage if needed.</p>	<p><b>DBA Social Awareness</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>Data not collected</td> </tr> <tr> <td>2017</td> <td>85%</td> </tr> </tbody> </table>	Year	Score	2015	100%	2016	Data not collected	2017	85%								
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