

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

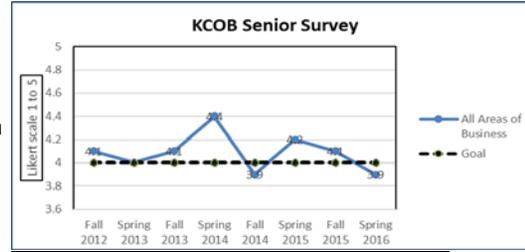
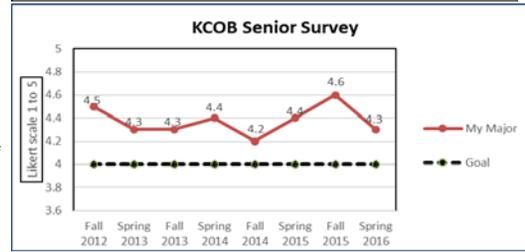
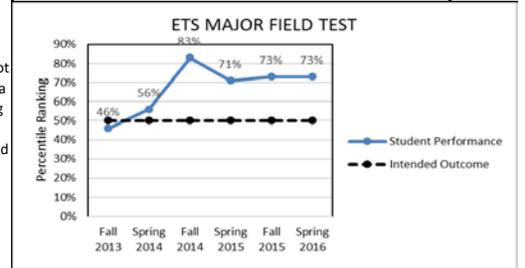
Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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.

Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results		Identified in Criterion 4.4		Identified in Criterion 4.2	
Measurable goal	What is your measurement instrument or process?	Current Results	Analysis of 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)			
What is your goal?	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?						

Knowledge and skills in foundation areas for BBA programs	Summative, External, Direct, Comparative data derived from ETS MFT for Business	Graduating seniors have consistently surpassed the goal of the 50th percentile or higher among more than 600 colleges and universities.	The average score, and percentile ranking, of KCOB students, fell sharply after a significant revision of the test. Since 2012, when some changes were implemented (see next cell), improvement has been steady, with a spike in Fall 2014.	After very low scores in 2010 (not shown), the KCOB faculty spent a year revising the KCOB's learning outcomes and preparing a curriculum map to see where and how we were addressing them, better coordinating our core curriculum.					
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Attainment of knowledge and skills in major field of study	Summative, Internal, Indirect Data derived from KCOB survey of graduating seniors	Graduating Seniors on average have agreed or strongly agreed that the KCOB "has provided me with a solid foundation in my major." (A score of 4 is "Agree"; a score of 5 is "Strongly Agree.")	In the most recent academic year, the KCOB met its goal of students agreeing (a 4 or better on a 5-point Likert scale) that the KCOB had provided them with a solid foundation in their major.	We are pleased with the results, but supplement this indirect measure with a departmental exam in each field, the results of which are given below.					
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Knowledge and skills in foundation areas for BBA programs	Summative, Internal, Indirect Data derived from survey of graduating seniors	Graduating Seniors on average have agreed or strongly agreed that the KCOB "has provided me with a solid foundation in all areas of business." (A score of 4 is "Agree"; a score of 5 is "Strongly Agree.")	In the business core, students were, as usual, less confident of their skills than in their majors. The Spring semester fell just short of the goal set by the faculty, though the average of fall and spring results was still a 4.0.	We continue to monitor the results to make sure that a trend is not developing.					
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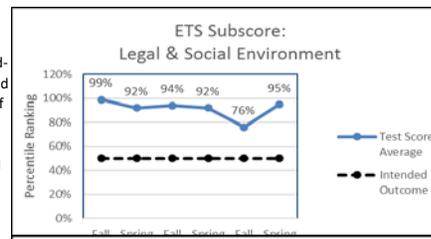
Integration of legal, ethical, and personal considerations into business decision-making

Summative, External, Direct, Comparative Data derived from ETS MFT in Business

In the subscore for "Legal & Social Environment," graduating seniors have consistently surpassed the goal of the 50th percentile or higher among more than 600 colleges and universities.

Our students have scored consistently high on the relevant portions of the ETS exam, well above the 50th percentile, suggesting we are doing well in this area. Because this goal is important to us, we use other measures as well, as demonstrated in the next two rows.

The business core includes stand-alone courses in business law and business ethics, and a number of other courses include legal and ethical components, as revealed by the curriculum map prepared by the faculty in 2010-11.



Integration of legal, ethical, and personal considerations into business decision-making

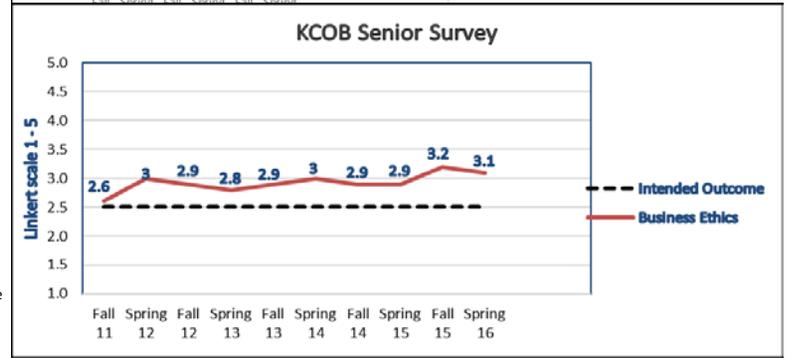
Summative, Internal, Indirect Data derived from KCOB survey of graduating seniors

In recent years, graduating seniors have indicated, on average, a level of acquired knowledge in the ethical aspects of business of "Understanding" on the following scale:

1. Awareness - Ability to recognize a term or concept and know where to seek out more information.
2. Familiarity - Ability to define or describe the term or concept and explain its meaning or solve basic problems.
3. Understanding - Ability to apply the underlying techniques(s), term(s), or concept(s) to solution of case descriptions with minimal review or reference to texts.
4. Competency - Ability to integrate the technique(s), term(s), concept(s) with other knowledge to solve complex problems.

Graduating students not only are getting a good grasp of ethical issues, as indicated by the subscore on the MFT, they perceive that they are getting it.

Stand-alone courses in business law and business ethics, and a purposeful effort to teach both subjects within the various majors, are paying off for us. We are staying the course, while continuing to consider changes as indicated below.



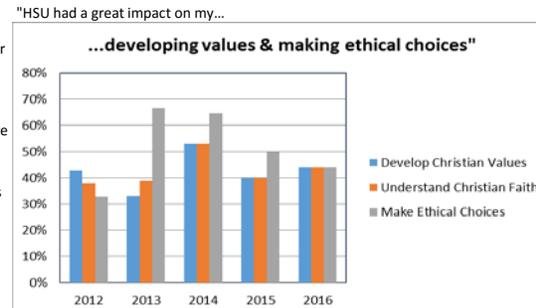
Integration of legal, ethical, and personal considerations into business decision-making

Summative, External, Indirect Data derived from university-wide survey of graduating seniors

In most recent years, we have fallen short of our goal that a majoring of graduating seniors in the KCOB would indicate that Hardin-Simmons has had a "great impact on my developing values and making ethical choices."

The answers to this question are based not just on what goes on in the school of business, but on the total impact of an HSU education—and "great impact" is an ambitious goal, especially considering that the KCOB provides only part of the impact.

In addition to examining the responses of KCOB students over time, we examine them in relation to students graduating from other schools at HSU. Sometimes our students perceive a better impact and sometimes worse, but more than once, the KCOB has had the highest scores in all categories. A change that we are considering is to make Business Ethics our capstone course rather than Business Policy.



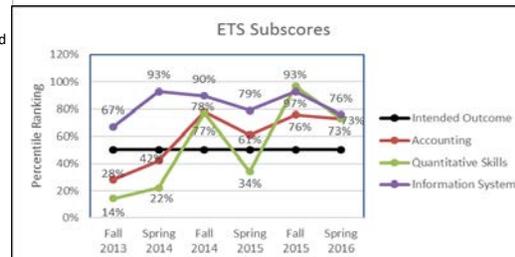
Understanding of how data is collected, reported, and analyzed to manage organizations and make better business decisions

Summative, External, Direct, Comparative Data derived from ETS MFT in Business

Business students, who have historically struggled with quantitative skills, have shown improvement and now rank in the top half of all universities participating in the ETS MFT in Business.

KCOB students have historically struggled with quantitative skills, but have shown improvement, especially in the last year. Results are well above goal.

Three years ago, the KCOB added large online homework components to the accounting and economics courses, and worked to address quantitative skills more in the context of business decision-making. The past academic year showed significant improvement in accounting and quantitative skills.



Understanding of how data is collected, reported, and analyzed to manage organizations and make better business decisions

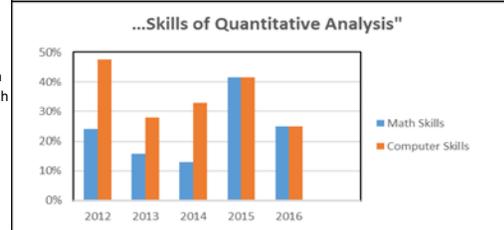
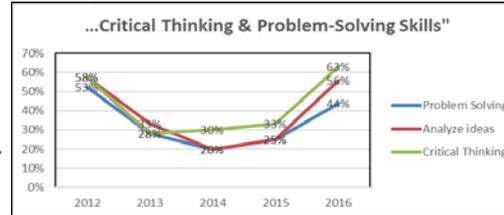
Summative, External, Indirect Data derived from university-wide survey of graduating seniors

Mixed results in perceptions of graduating business students as to HSU's impact on critical thinking and problem-solving skills.

The results remain disappointing, but in the past year more students feel we are making an impact in their critical thinking and analytical skills, which corresponds to the improved ETS scores shown above.

Nine years ago, we removed Computer Applications from the core, thinking we could teach computer skills on the fly in accounting and statistics classes, but, according to the data, we were wrong. Two changes took place this fall: (1) The business school made Computer Applications a required course again, and (2) We replaced College Algebra with Finite Math for Business as the required math course. It is too early for us to know whether the curriculum changes will help in this area.

"HSU had a great impact on my..."



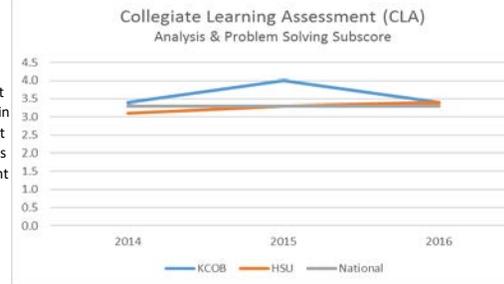
Understanding of how data is collected, reported, and analyzed to manage organizations and make better business decisions

Summative, External, Direct, Comparative Data derived from Collegiate Learning Assessment (CLA)

For each of the last three years, KCOB seniors on average have equaled or exceeded the national average and HSU average for Analysis and Problem-Solving on a nationally normed exam.

The results show more strength in the 2014-15 academic year than the ETS subscores above, and the ETS subscores show greater relative strength in the most recent academic year.

We will continue to use different measures of learning outcomes in an effort to maintain the clearest possible pictures of the strengths and weaknesses of this important aspect of our programs.



Ability to communicate analysis, results, decisions, and recommendations, as evidenced by scores on the HSU Writing Proficiency Exam given to all HSU students after they have completed 75 semester hours.

Formative, External, Direct, Comparative Data derived from university Writing Proficiency Exam

With a single exception, in every semester business students have exceeded the pass rates for the university as a whole on a writing test developed and administered by the English department.

This measure confirms the strength of our curriculum in teaching writing skills to business students.

The business core includes a stand-alone course in Business Communication, and a number of other courses contain significant writing components. Business Law, for example, requires students to submit as much writing for a grade as does Freshman Writing II in the university core.

Analysis of Quantitative data for Learning Outcome 4:

Writing Proficiency Exam			
	HSU Passing Rate	KCOB Passing Rate	Goal Met
Fall 11	83%	92%	✓
Spring 12	84.60%	84.80%	✓
Fall 12	81%	85%	✓
Spring 13	85%	89%	✓
Fall 13	88%	85%	
Spring 14	84%	88%	✓
Fall 14	87%	89%	✓
Spring 15	90.80%	91.17%	✓
Fall 15	92%	93%	✓
Spring 16	93%	97%	✓

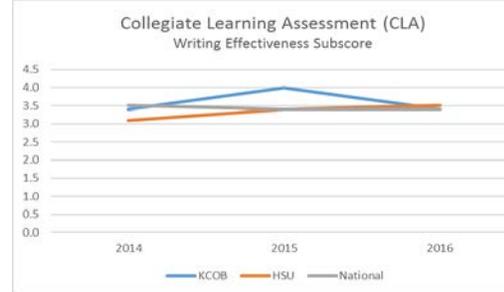
Ability to communicate analysis, results, decisions, and recommendations.

Summative, External, Direct, Comparative Data derived from Collegiate Learning Assessment (CLA)

KCOB seniors fell a tenth of a point short of the national average in 2014 and the HSU average in 2016. Still, for each of the last three years, KCOB seniors on average have equaled or exceeded either the national average or the HSU average for Writing Effectiveness on a nationally normed exam.

To the extent that our goal is for KCOB graduates to have greater writing skills than everybody else, the results are mixed. Not all students take the CLA, though, and the results may reflect the small sample size.

We continue to use this test as one measure among several.



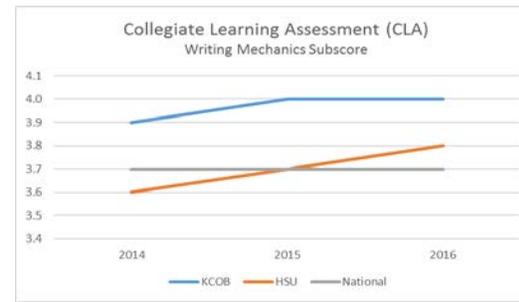
Ability to communicate analysis, results, decisions, and recommendations.

Summative, External, Direct, Comparative Data derived from Collegiate Learning Assessment (CLA)

For each of the last three years, KCOB seniors on average have equaled or exceeded the national average and HSU average for Writing Mechanics on a nationally normed exam.

The comparative results look better for KCOB students in the area of Writing Mechanics than in the area of Writing Effectiveness. See the concern noted above about the small sample sizes.

We continue to use this test as one measure among several.



"HSU had a great influence on my..."

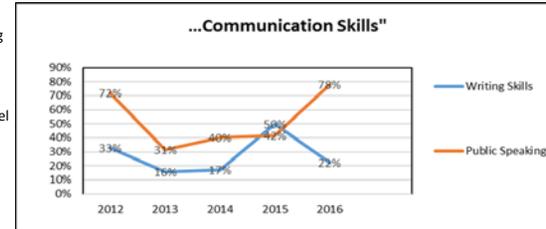
Ability to communicate analysis, results, decisions, and recommendations.

Summative, External, Indirect Data derived from university-wide survey of graduating seniors

The senior survey that HSU administers across campus allows us to compare student's perception of HSU's impact on their skills over time and against other schools in the university. With the exception of 2015, KCOB graduating seniors have always felt more confident of improvement in their speaking skills than in their writing skills.

Students' perceptions of HSU's impact on their communication skills have varied over the past few years, with no clear trend, except that students tend to be more comfortable with their speaking skills than with their writing skills.

The KCOB faculty is reorganizing the course content of Business Communication and moving it earlier in the student's curriculum. The new, junior-level writing course in the Foundational Curriculum is also likely to have an impact.



Extent graduates are equipped to pursue the next step in their education or career

Summative, Internal, Indirect Data derived from KCOB survey of alumni one-year after graduation.

Only 3 of the 11 respondents were not employed; one of those was in graduate school, one was neither employed nor in graduate school, and the third was not employed and did not answer the question about graduate school. Probably only 82% of our graduates were employed or in graduate school, which is below our goal of 90%.

We survey our alumni each summer, targeting those who have been out of college a year. Three years ago, we changed from mailing paper surveys to emailing links to SurveyMonkey, and the response rate declined precipitously. In the past year, we made additional contacts, by both mail and email, and were able to make a substantial improvement. Now that we are asking about employment and graduate school separately, we need to re-think our goals for each.

The KCOB, through its dean and director of internships and job placement, has been working more closely with the university's Career Services to prepare students for the job market and to arrange interviews with perspective employers. Giving "voucher credit" for various activities helps to draw students to job fairs, etiquette dinners, and seminars.

Graduation year	Mailings	Responses	Employed or Grad School	Related field
2010-2011	68	14	93%	79%
2011-2012	64	14	100%	71%
2012-2013	50	5	100%	100%
2013-2014	57	3	100%	67%
2014-2015	53	11	E-73% G-56%	67%

Extent graduates are equipped to pursue the next step in their education or career

Summative, Internal, Indirect Data derived from KCOB survey of alumni one-year after graduation.

Over the past five years, the KCOB has generally fallen short of its goal that respondents who are either employed or in graduate school will agree or strongly agree that we have prepared them adequately for their first jobs, for graduate school, and for their career.

Graduates of 2014-15 felt significantly better prepared for the job market than in most previous years, and preparation for graduate school was the second highest in the last five years. Career preparation ranked second lowest.

Recent curricular changes made to improve these outcomes may not yet be fully reflected in the results. They include: a requirement for all business students to do an internship, a greater focus in the capstone course on researching industries and companies as part of a job search, and the addition to the core of a course in personal finance that includes a component on career choice and career planning.

	Intended Outcome	Job preparation	Grad School Preparation	Career Preparation
2010-11	4	3.5	3.5	3.5
2011-12	4	3.9	3.5	4
2012 - 13	4	4.2	3.7	3.8
2013-14	4	3.4	4	4
2014-15	4	4.3	3.9	3.55

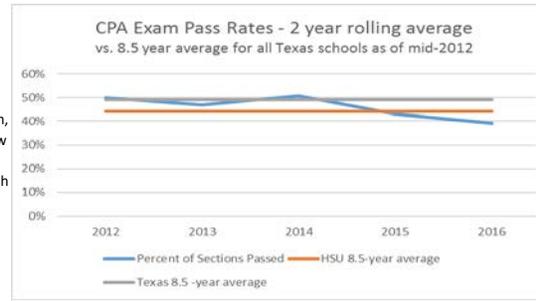
Accounting Program: CPA Exam Pass rates vs. 8.5-year-avg of all Texas schools as of mid-2012

Summative, External, Direct, Comparative Data from Texas State Board of Public Accountancy

8.5-year data taken from cover article of Jan/Feb 2013 issue of *Today's CPA*. The KCOB ended 2012 with a 2-year average above its long-term trend and roughly equal to the percentage of sections passed by graduates of all Texas colleges & universities over the previous 8.5-year period. The 2-year rolling average fell in 2015 and again in 2016.

To do this right, we would need to track the 2-year rolling average for all Texas schools (or a subset of our peers) for comparison purposes, but either would be an enormous undertaking. The data might not tell much about the current state of the program: Those taking the exam in a given year may have graduated 10 or more years previously.

We have been tracking this data since the article came out in *Today's CPA*. It says something about the quality of our program, but maybe even a 2-year window is too short. The 3-year average shows no decline in 2015, though it does decline in 2016. To date, no action has been taken based on this data. We do continue to monitor it.



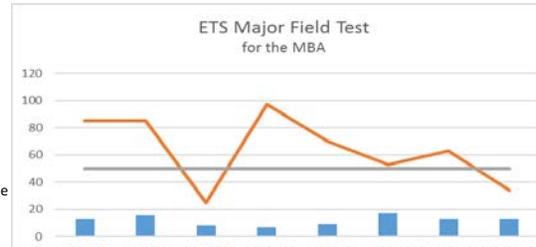
MBA and MBA in Sports Business: Knowledge of MBA subject areas as indicated by a percentile ranking on the ETS MFT of 50th or higher

Summative, External, Direct, Comparative Data from ETS Major Field Test for the MBA

Percentile rankings have swung wildly over a period when the average score on the MFT varied from 244 to 265.

Our students average below the 30th percentile on the GMAT on entering the program, so exceeding the 50th percentile on a standardized test at the end of the program is an ambitious goal. We have failed to meet it only twice. Unfortunately, one of those years is the most recent one.

One year's data on such small sample sizes is not enough to make changes in the program, especially since the subscores in the next row don't confirm the educational weakness. After the low scores of 2010-11, scores rebounded to the 97th percentile in the next year.



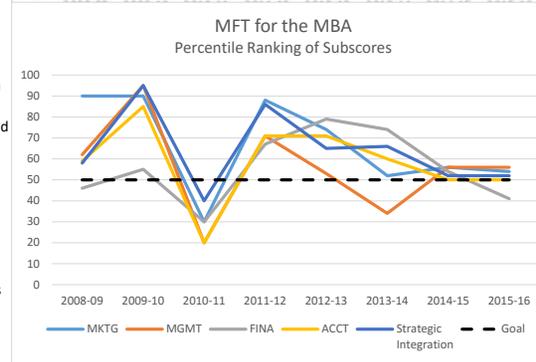
MBA and MBA in Sports Business: Knowledge of MBA subject areas as indicated by a percentile ranking on the area subscores of the ETS MFT of 50th or higher

Summative, External, Direct, Comparative Data from ETS Major Field Test for the MBA

The subscores have generally been above goal. Only Finance fell short in the most recent year.

The subscores tend to rise and fall together, suggesting that a major reason for score variation is the relative strength and weaknesses of the students from one year to the next, rather than educational weaknesses within the program. We interpret the data as: Strong program, small sample sizes.

We are contemplating replacing Economics in the MBA core with another course, but are still debating what that course should be. The weakest subscore is not the same from year to year, making it unclear what area of the MBA program needs strengthening. For example, last year, management tested best and finance poorest, but in the year before that the reverse was true.



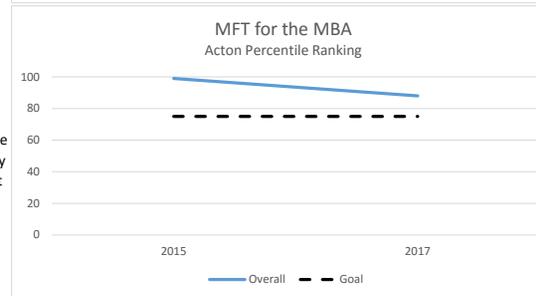
Acton MBA: Knowledge of MBA subject areas as indicated by a percentile ranking on the ETS MFT of 75th or higher

Summative, External, Direct, Comparative Data from ETS Major Field Test for the MBA

The overall ETS score is well above goal.

Students recruited for the Acton MBA are well qualified academically. They learn and retain far above the level of the average student in MBA programs nationwide.

We have begun to administer the MFT to Acton MBA students only every other year. It just isn't that important whether in a given year they score in the 99th percentile or only close to it.



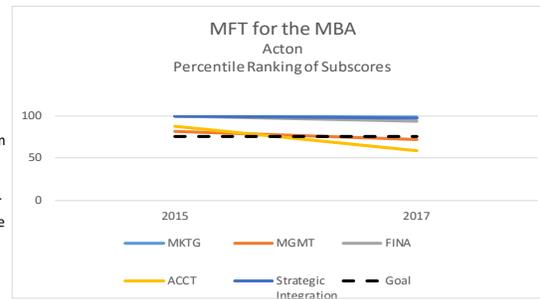
Acton MBA: Knowledge of MBA subject areas as indicated by a percentile ranking on the area subscores of the ETS MFT of 75th or higher

Summative, External, Direct, Comparative Data from ETS Major Field Test for the MBA

Percentile rankings of subscores in Management and Accounting are lower in both recent tests, and both fell below goal in the most recent year.

The Acton MBA prepares students better than most in all areas, but are especially strong in Finance, Marketing, and Strategic Integration - all in the top 5 percent in both years.

We are reexamining the program along with Acton leadership to determine whether we want to build on the very strong areas or do something to strengthen the (relatively) weak areas.



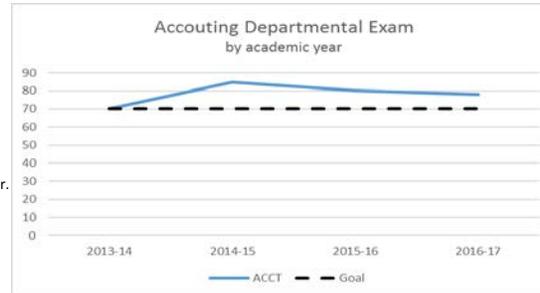
The accounting graduate will be able to make a proper statement of an entity's financial balances, as evidenced by a 70% score on Departmental Exam.

Summative, Internal, Direct from Departmental Exam given to each student during the final semester before graduation

Test results over the last 4 academic years have been above goal.

The results are consistently strong that we are taking another look at the test.

The accounting faculty is in the process of revising the exam to make sure it tests the learning outcome and is of sufficient rigor.



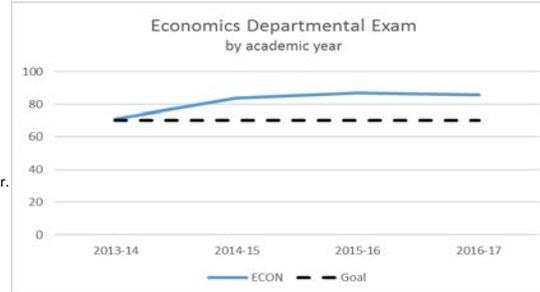
The economics graduate will understand the impact of scarcity on optimization decisions made by individuals, businesses, governmental systems, and other entities.

Summative, Internal, Direct from Departmental Exam given to each student during the final semester before graduation

Test results over the last 4 academic years have been above goal.

The results are consistently strong that we are taking another look at the test.

The economics faculty is in the process of revising the exam to make sure it tests the learning outcome and is of sufficient rigor.



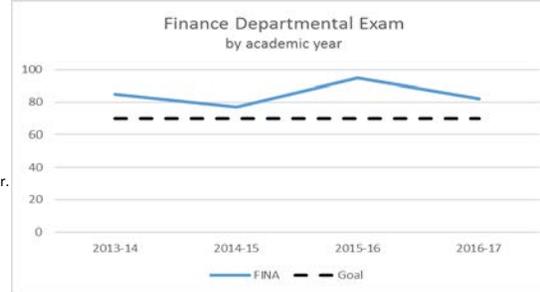
The finance graduate will be able to analyze the cost of capital for each of the major sources corporations use to finance their assets, to calculate the intrinsic value for financial securities, and to construct a diversified portfolio.

Summative, Internal, Direct from Departmental Exam given to each student during the final semester before graduation

Test results over the last 4 academic years have been above goal.

The results are consistently strong that we are taking another look at the test.

The finance faculty is in the process of revising the exam to make sure it tests the learning outcome and is of sufficient rigor.



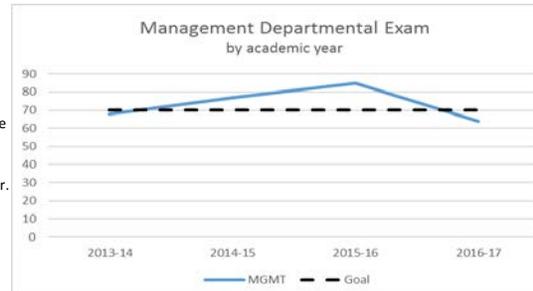
The management graduate will be able to analyze a business's strengths and weaknesses, figure out the best way to make a profit, and steer companies through difficult situations.

Summative, Internal, Direct from Departmental Exam given to each student during the final semester before graduation

Test results for two of the last 4 academic years have been above goal.

The results are consistently strong that we are taking another look at the test.

The management faculty is in the process of revising the exam to make sure it tests the learning outcome and is of sufficient rigor.



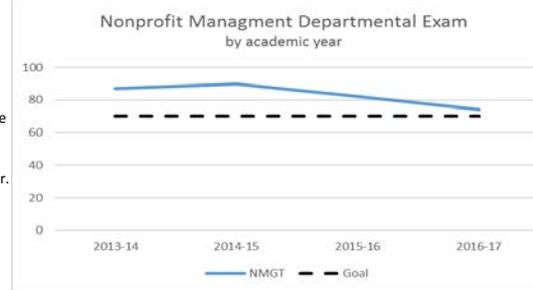
The nonprofit management graduate will have the skills of a management student with additional training in nonprofit accounting, fundraising, and managing volunteers.

Summative, Internal, Direct from Departmental Exam given to each student during the final semester before graduation

Test results over the last 4 academic years have been above goal.

The results are consistently strong that we are taking another look at the test.

The management faculty is in the process of revising the exam to make sure it tests the learning outcome and is of sufficient rigor.



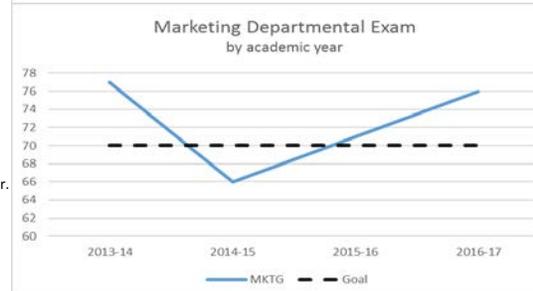
The marketing graduate will be able to use research methods to interpret consumer behaviors, analyze market environments, apply the marketing mix, and deliver focused and coherent marketing plans.

Summative, Internal, Direct from Departmental Exam given to each student during the final semester before graduation

Test results for three of the last 4 academic years have been above goal.

The results are consistently strong that we are taking another look at the test.

The marketing faculty is in the process of revising the exam to make sure it tests the learning outcome and is of sufficient rigor.



An example of formative testing that lets faculty know what they can expect their students to know when they begin upper-level courses in the major.

Formative, Internal, Direct, from pre- and post-test given to student in Principles of Marketing

Students on average score 36 points out of 100 better on the post-test.

Principles of Marketing is making a significant difference in student preparation for upper-level courses.

The primary use is not to see how much students improve in general, but what, specifically, they know and what areas of weakness will need reinforcement in upper-level classes.

Class/Section/Semester	Class Size	Pre-test Average	Post-test Average	% Diff
MKTG 3361 A / Fall 2009	33	56.97	76.23	34
MKTG 3361 B / Fall 2009	10	59.99	80.67	34
MKTG 3361 A / Spring 2010	23	61.21	75.7	24
MKTG 3361 A / Fall 2010	12	60.53	75.49	25
MKTG 3361 B / Fall 2010	25	62.36	82.83	34
MKTG 3361 A / Spring 2011	42	60.74	77	27
MKTG 3361 A / Fall 2011	25	52.5	82.48	57
MKTG 3361 B / Fall 2011	14	61.4	81.5	33
MKTG 3361 A / Spring 2012	26	61	77.2	27
MKTG 3361 A / Fall 2012	38	57.2	78.23	37
MKTG 3361 A / Spring 2013	24	53.5	75	40
MKTG 3361 A / Fall 2013	22	64.2	73.1	14
MKTG 3361 A / Spring 2014	23	58.82	78.76	34
MKTG 3361 A / Fall 2014	28	59.07	78.23	32
MKTG 3361 A / Spring 2015	26	50.27	82.5	64
MKTG 3361 A / Fall 2015	32	57.1	80	40
MKTG 3361 B / Spring 2016	41	50.27	78.86	57
				36