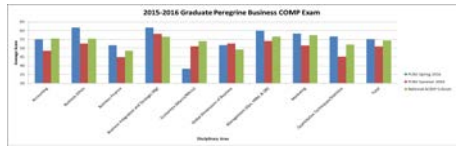
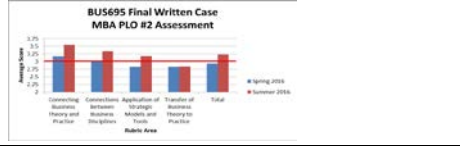
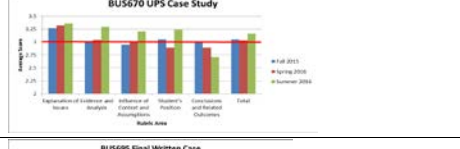
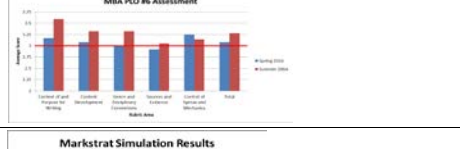



**Standard #4 Measurement and Analysis of Student Learning and Performance**

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

Performance Indicator	Definition				
<b>1. Student Learning Results</b>	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: 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.				
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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
MBA PLO 1. Score at or above the average total score and the average disciplinary area scores of national ACBSP schools	Direct, Summative, External. Comparative data derived from the Peregrine Graduate Comprehensive Exit Exam  *Note: Only 2 data points available because the Fermanth School of Business switched from the ETS comp exam to Peregrine in Spring 2016	During the Spring 2016 semester, PLNU's average total score was above the ACBSP National Results meeting the criteria for success. However, during the Summer 2016 semester, PLNU's average total score was below the ACBSP National Results, therefore, not meeting the criteria for success.  During the Spring 2016 semester, PLNU's score was at or above the ACBSP National Results for seven of the nine disciplinary areas, therefore, meeting our criteria for success in a majority of the discipline areas. Of the two disciplinary areas in which PLNU did not meet the criteria for success, only one disciplinary area (Economics) was significantly below (defined as 4 or more points) the ACBSP National Results.  During the Summer 2016 semester, PLNU's score was at or above the ACBSP National Results for two of the nine disciplinary areas, therefore, meeting our criteria for success in two of the discipline areas. Of the seven disciplinary areas in which PLNU did not meet the criteria for success, three of the seven disciplinary areas (Accounting, Marketing, and Quantitative Techniques) were significantly below (defined as 4 or more points) the ACBSP National Results. For both Marketing and Quantitative Techniques, the Spring 2016 results were above the ACBSP National Results.	While Spring 2016 and Summer 2016 are the initial semesters of implementing the Peregrine Comprehensive Exam for assessment purposes, and are going to be used primarily for baseline measurement, there are two disciplinary areas that changes were already identified as areas needing improvement - Accounting and Economics. The Peregrine Comprehensive Exam confirms a potential need for improvement in both of these areas - Accounting and Economics were the only two areas in which both semesters showed below ACBSP National Results, and in each case, one semester significantly below (defined as 4 or more points) the ACBSP results.	Historically, the MBA accounting course (BUS 615) focused primarily on managerial accounting. During the 2015-2016 Academic Year, curriculum changes were proposed to address this issue and increase the amount of financial accounting and financial statement analysis content. These changes will take effect in the Fall of 2016. Therefore, we expect to see improvements in this area in future years.  Historically, the MBA economics course (BUS 630) focused narrowly on certain economic topics. The course content had migrated away from the course description and no longer used a broad economic focus. An opportunity to improve the BUS 630 Economics course was identified during the Fall 2015 semester and confirmed with the Spring 2016 and Summer 2016 Peregrine Economics test results. To refocus the course content, working sessions were held with the faculty teaching the course. Changes to the course content will take effect in the Fall of 2016. Therefore, we also expect to see improvements in this area in future years.	
MBA PLO 2. The average total score and the average score for each criterion on the Integrative Learning Rubric will be a 3.0 or higher out of 4.0.	Direct, Summative, Internal data derived from BUS695 Final Written Case  *Note: Only 2 data points available, as the BUS695 Final Written Case was implemented in Spring 2016	The average total score on the Integrative Learning Rubric was a 2.94 in Spring 2016 and 3.23 in Summer 2016, meeting the criteria for success in Summer 2016 and falling just below the criteria for success in Spring 2016. In two of the four rubric criteria areas (Connecting Business Theory and Practice and Connections Between Business Disciplines), the criteria for success score of a 3.0 was met for both Spring and Summer 2016. In the rubric criteria area of Application of Strategic Models and Tools, the score was just below 3.0 in Spring 2016; however, the score improved to 3.18 in Summer 2016 thereby meeting the criteria. The Transfer of Business Theory to Practice rubric criteria area scores fell just below our criteria for success at 2.83 in Spring 2016 and 2.84 in Summer 2016.	The Summer 2016 total average score, two of the four rubric criteria areas in Spring 2016, and three of the four rubric criteria areas in Summer 2016 met the criteria for success score of 3.0. The scores that did not meet the criteria for success are just below 3.0. This signature assignment was first implemented in the Spring of 2016. The Spring 2016 BUS 695 Strategic Management course consisted of six students and the summer course consisted of 22 students. These results allow for a baseline measurement.	As these are baseline scores, we will not make significant changes at this point. We will continue to collect data and monitor the results to determine if changes are needed, in particular the Transfer of Business Theory to Practice rubric criteria area will be closely monitored.	
MBA PLO 3. The average total score and the average score for each criterion of the Analytical and Critical Thinking Rubric will be a 3.0 or higher out of 4.0.	Direct, Summative, Internal data derived from BUS670 UPS Case Study	The average total score on the Analytical and Critical Thinking Rubric was above 3.0 in all three semesters, therefore meeting the overall criteria for success. In two of the rubric criteria areas, Influence of Context and Assumptions and Student's Position, the criteria for success score was met in two of the three semesters; however, fell just below 3.0 in one of the three semesters. The rubric criteria area, Conclusions and Related Outcomes, has fallen below 3.0 in two of the three semesters.	The criteria for success score of a 3.0 was met for the overall rubric score and a majority of the rubric criteria areas in both the Fall 2015, Spring 2016 and Summer 2016 semesters. The area of Conclusions and Related Outcomes exhibits a small downward trend.	We will continue to collect data and closely monitor the results in the areas of Influence of Context and Assumptions and Student's Position to determine if changes are needed. With regard to improving students ability to logically develop Conclusions and Related Outcomes, professors in courses where Analytical and Critical Thinking are introduced and developed will include additional content and focus on how to better incorporate data, evidence and other information to support conclusions.	
MBA PLO 6. The average total score and the average score for each criterion of the Written Communication Rubric will be a 3.0 or higher out of 4.0.	Direct, Summative, Internal data derived from BUS695 Final Written Case  *Note: Only 2 data points available, as the BUS695 Final Written Case was implemented in Spring 2016	The average total score on the Written Communication Rubric was a 3.08 for Spring 2016 and 3.28 for Summer 2016, which exceeds the overall criteria for success. In four of the five rubric criteria areas, the criteria for success score of a 3.0 was met or exceeded for Spring 2016. In one rubric criteria area (Sources and Evidence), the score fell just below the criteria for success at a 2.92. For all five rubric criteria areas, the criteria for success score of 3.0 was exceeded for Summer 2016.	The overall criteria for success of a 3.0 was exceeded in both Spring 2016 and Summer 2016. The one rubric criteria area in Spring 2016 that did not meet the criteria for success (Sources and Evidence) had previously been recognized as an opportunity for improvement.	As of the 15/16 Academic Year, all papers in the MBA Program are required to be cited using proper APA format. Beginning in the 16/17 Academic Year, the use of proper APA format and citations will be covered in the BUS 655 Marketing Management, as this is an early course in the sequence of classes. Also, full-time faculty will be provided APA guidelines and taught proper APA format by the librarian.  Other than the implementation of APA format, no major curriculum changes will be made at this time, as we view these scores as a baseline. We will continue to collect data and monitor the results to determine if changes are needed.	
MBA PLO 7 (Measure 1). 70% of the teams will increase the Share Price Index in the Markstrat Team-Based Simulation	Direct, Summative, External data derived from Team Performance on Markstrat Simulation administered in BUS 655	For Fall 2015, 60% of the teams increased the SPI. For Spring 2016, 75% of the teams increased the SPI, and for Summer 100% of the teams increased the SPI.	Although Fall 2015 fell below the criteria for success, Spring 2016 and Summer 2016 both exceeded the criteria for success and exhibit a positive trend.	All of the criteria for success were met or exceeded for this learning outcome, with the exception of Percentage of the Teams Increasing the SPI for Fall 2015. No changes are recommended at this time.	
MBA PLO 7 (Measure 2). The average score for each criterion on the Teamwork Rubric will be a 3.5 or higher out of 4.0.	Indirect, Summative, Internal data derived from Peer Evaluation Survey distributed in BUS655	All rubric criteria scores exceeded the criteria for success.	All scores exceeded the criteria for success.		