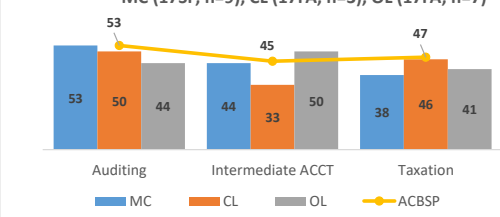
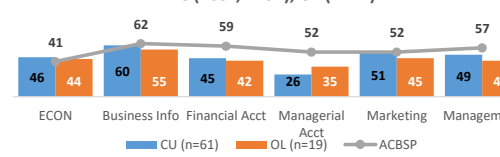
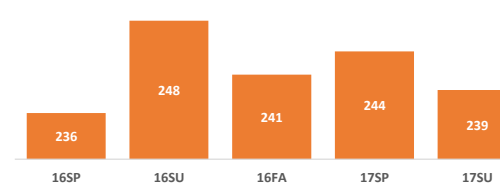


Standard #4 Measurement and Analysis of Student Learning and Performance																																		
ACBSP Student Learning Goals: 1. Demonstrate a basic Knowledge in the function areas 2. Employ written and oral presentation skills to communicate well 3. Appraise and examine business issues 4. Select a personal framework for ethical decision making 5. Demonstrate a work ethic which includes social networking and collaboration skills (teamwork)																																		
Student Learning Outcomes (SLO)--- Students will be able to:																																		
Performance Measure Measurable goal	Type of instrument	Current Results	Analysis of Results	Action Taken, Improvement made, Or next Step	Supporting Graphs, or tables of Resulting Trends																													
SLO 1. Demonstrate a basic knowledge in the function areas.																																		
a. Accounting Major The mean percent correct score of IVY test in Auditing, Intermediate Accounting, and Taxation will be at or above the mean score of all ACBSP accredited institutions taking the accounting major test.	Direct, summative, external comparative data derived from IVY Accounting Major Test administered to the senior students taking the capstone course, ACCT 443 Auditing.	Overall results in the selected subject areas were slightly below the benchmark except two data points areas were at or above the benchmark level.	The performance is inconsistent across campuses. The Raleigh and Fort Bragg campuses have not participated in Accounting major assessment test in this reporting cycle.	The comparative data has been shared with the Director of Adult and Online Education (AOE) and the Accounting instructors at main campus. The Deans of Business School and the AOE will meet and collaborate to improve the quality and consistency of course curriculum across all campuses.	<div>IVY_Accounting Major Test Percent Correct by campus MC (17SP, n=9), CL (17FA, n=3), OL (17FA, n=7)</div>  <table><thead><tr><th>Subject</th><th>MC</th><th>CL</th><th>OL</th><th>ACBSP</th></tr></thead><tbody><tr><td>Auditing</td><td>53</td><td>50</td><td>44</td><td>53</td></tr><tr><td>Intermediate ACCT</td><td>44</td><td>33</td><td>50</td><td>45</td></tr><tr><td>Taxation</td><td>38</td><td>46</td><td>41</td><td>47</td></tr></tbody></table>		Subject	MC	CL	OL	ACBSP	Auditing	53	50	44	53	Intermediate ACCT	44	33	50	45	Taxation	38	46	41	47								
Subject	MC	CL	OL	ACBSP																														
Auditing	53	50	44	53																														
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b. Bus.Adm (BADM) Major The mean percent correct score of 12-CPC IVY test be at or above the mean score of all ACBSP accredited institutions taking the assessment test.	Direct, summative, external comparative data derived from IVY test administered to the senior students taking the capstone course, BADM 468 Strategic Management.	The overall results were mixed. Campbell scored higher than the benchmark in ECON, but fell slightly below the target in Bus Info and Marketing. Accounting and Management were far below the benchmark level.	New accounting curriculum effective from fall 2015 has not taken its full effect in this reporting period. Except Managerial Accounting, the online BADM program were under-performing than main campus.	The under-performing subjects have been identified and shared with the relevant instructors. Other extended campuses are recommended to participate in the assessment process beginning spring 2018.	<div>IVY_12 CPC Testbed Major Mean Percent Correct MC (16SP, 17SP), OL (17FA)</div>  <table><thead><tr><th>Subject</th><th>CU (n=61)</th><th>OL (n=19)</th><th>ACBSP</th></tr></thead><tbody><tr><td>ECON</td><td>46</td><td>44</td><td>41</td></tr><tr><td>Business Info</td><td>60</td><td>55</td><td>62</td></tr><tr><td>Financial Acct</td><td>45</td><td>42</td><td>59</td></tr><tr><td>Managerial Acct</td><td>26</td><td>35</td><td>52</td></tr><tr><td>Marketing</td><td>51</td><td>45</td><td>52</td></tr><tr><td>Management</td><td>49</td><td>42</td><td>57</td></tr></tbody></table>		Subject	CU (n=61)	OL (n=19)	ACBSP	ECON	46	44	41	Business Info	60	55	62	Financial Acct	45	42	59	Managerial Acct	26	35	52	Marketing	51	45	52	Management	49	42	57
Subject	CU (n=61)	OL (n=19)	ACBSP																															
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Managerial Acct	26	35	52																															
Marketing	51	45	52																															
Management	49	42	57																															
c. MBA program The mean correct score of ETS MBA major field test will score at 245 or better	Direct, summative, external, comparative data derived from ETS Major Field Test administered to the MBA students in their last semester before graduation.	The results were erratic. Criterion was not met for most semesters in this reporting period except summer of 2016.	Most students did not take it seriously and were not held accountable for their test results.	The MBA curriculum has been revamped and will take effect beginning fall of 2017. Next step: The test will be administered in the capstone class and an incentive will be given to motive students to do well in the test. The assessment result is expected to be improved in the next report cycle.	<div>ETS MBA Major Field Test Mean Score Spring 2016-Summer 2017</div>  <table><thead><tr><th>Semester</th><th>Mean Score</th></tr></thead><tbody><tr><td>16SP</td><td>236</td></tr><tr><td>16SU</td><td>248</td></tr><tr><td>16FA</td><td>241</td></tr><tr><td>17SP</td><td>244</td></tr><tr><td>17SU</td><td>239</td></tr></tbody></table>		Semester	Mean Score	16SP	236	16SU	248	16FA	241	17SP	244	17SU	239																
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16SU	248																																	
16FA	241																																	
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17SU	239																																	

SLO 2. Develop critical thinking skills in reading, writing and oral presentation to communicate well.																					
a. Business Communication and Critical Thinking skills The mean score of critical thinking in reading will be at the national average or better.	Direct, formative, external, comparative data derived from the Cornell Critical Thinking Test Level Z (5th ed.) administered to BADM 236 class at the end of the semester.	National mean score of 26.4 was set as the benchmark. Criterion was met in the fall of 2016 but fell short in the spring of 2017.	Two new faculty teaching BADM 236 in fall 2017 were not familiar with the assessment test. No accountability from student point of view provides disincentive to take it seriously because the test did not count for grade and students did not need to put their name on the test.	The test results and curriculum of BADM 236 have been shared with the new faculty to ensure consistent quality of the course and continuity of the assessment process.	<div>BADM 236 Cornell Critical Thinking Test Level Z Spring 2016-Fall 2017 (National mean score: 26.4)</div> <table><thead><tr><th>Section</th><th>Score</th></tr></thead><tbody><tr><td>16SP-all Sec.</td><td>27.04</td></tr><tr><td>16FA-Sec.1,4</td><td>28.08</td></tr><tr><td>16FA_Sec.3</td><td>21.6</td></tr><tr><td>17SP-all Sec.</td><td>26.33</td></tr><tr><td>17FA-Sec.1</td><td>23.92</td></tr><tr><td>17FA-Sec.2</td><td>23.92</td></tr></tbody></table>		Section	Score	16SP-all Sec.	27.04	16FA-Sec.1,4	28.08	16FA_Sec.3	21.6	17SP-all Sec.	26.33	17FA-Sec.1	23.92	17FA-Sec.2	23.92	
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b. Writing and Oral Presentation skills At least 70% of group case study in an upper level of BADM course will score a 4 or better rating in writing or oral presentation on a 1 (poor) to 5 (Excellent) scale	Direct, formative, internal, comparative data derived from group case studies in BADM 325, BADM 468 and BADM 572	The criterion was met for all seated classes. The criterion was not met for online delivery mode.	The students in the online course performed significantly worse than that in the seated class. The instructor will develop a strategy to mitigate the gap between the seated class and the online delivery mode.	The instructors will continue to improve and monitor writing skills in his/her class. Requirements of written assignments will be expanded to other upper level BADM classes in the next reporting period.	<div>Communication Skills in Group Case Studies Main Campus, Fall 2017 (Rating Scale: 1= poor, 5=excellent)</div> <table><thead><tr><th>Section</th><th>Mean Score</th><th>Percent rated 4 or better</th></tr></thead><tbody><tr><td>BADM 325-seated</td><td>3.7</td><td>70</td></tr><tr><td>BADM 325-online</td><td>3.2</td><td>60</td></tr><tr><td>BADM 468</td><td>4</td><td>89</td></tr><tr><td>BADM 572</td><td>3.65</td><td>70</td></tr></tbody></table>		Section	Mean Score	Percent rated 4 or better	BADM 325-seated	3.7	70	BADM 325-online	3.2	60	BADM 468	4	89	BADM 572	3.65	70
Section	Mean Score	Percent rated 4 or better																			
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BADM 572	3.65	70																			
c. Communication skills The average rating of PGA-GM interns by employer will be at least 4 or better on a scale of 1 (poor) to 5 (excellent).	Indirect, formative, external, comparative data derived from employer evaluation of PGA-GM interns.	The criterion was met.	The results revealed a slight upward trend since 2014 with stagnation from 2016 to 2017.	Oral and written presentations has been emphasized in the capstone course PGM 450 since 2014. The trend reveals gradual improvement. The director of PGA GM will continue monitoring the progress.	<div>PGA-GM Internship-Evaluation by Employer Communication Skills Rating 1=poor, 5=excellent</div> <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014</td><td>4.02</td></tr><tr><td>2015</td><td>4.03</td></tr><tr><td>2016</td><td>4.12</td></tr><tr><td>2017</td><td>4.12</td></tr></tbody></table>		Year	Score	2014	4.02	2015	4.03	2016	4.12	2017	4.12					
Year	Score																				
2014	4.02																				
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SLO 3. Examine a primary or secondary case study and formulate alternative strategies to solve the business issues.																					
a. Problem solving skills At least 70% of students conducting case study to solve business issues will score 4 or better on a scale of 1 (poor) to 5 (excellent).	Direct, formative, internal, comparative data derived from course work in BADM 325, BADM 468, BADM 572	The 70 percent benchmark was met.	Students in the online class performed slightly worse than the traditional classroom setting.	The requirement of developing problem solving skills will be expanded to other upper level courses in the next reporting cycle.	<div>Problem Solving and Strategic Solutions 1=poor, 5=excellent Fall 2017</div> <table><thead><tr><th>Section</th><th>Mean Score</th><th>Percent rated with 4 or better</th></tr></thead><tbody><tr><td>BADM 325-seated</td><td>3.87</td><td>73.3</td></tr><tr><td>BADM 325-online</td><td>3.67</td><td>70</td></tr><tr><td>BADM 468</td><td>4</td><td>89</td></tr><tr><td>BADM 572</td><td>4.5</td><td>90</td></tr></tbody></table>		Section	Mean Score	Percent rated with 4 or better	BADM 325-seated	3.87	73.3	BADM 325-online	3.67	70	BADM 468	4	89	BADM 572	4.5	90
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BADM 572	4.5	90																			

b. Quality of internship work Employer evaluations of PGA interns on their work quality in daily business operation will be at least a 4 or better in a scale of 1 (poor) to 5 (excellent)						Indirect, formative, external, comparative data derived from employer evaluation of PGA-GM interns.						The criterion was met.						The average rating exhibited a slight improvement trend over time.						The review process with the students after their return to school helps to continuously improve their rating by employers. The good practice in internship will be continuously monitored.						<div>PGA-GM Internship-Employer Evaluation Work Quality average rating (1- poor; 5= excellent)</div> <table><tr><th>Year</th><th>Average Rating</th></tr><tr><td>2014</td><td>4.31</td></tr><tr><td>2015</td><td>4.26</td></tr><tr><td>2016</td><td>4.27</td></tr><tr><td>2017</td><td>4.42</td></tr></table>						Year	Average Rating	2014	4.31	2015	4.26	2016	4.27	2017	4.42																																						
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2017	4.42																																																																																		
SLO 4 Identify potential ethical issues in the business decision-making process and apply the principles of ethics to make an ethical decision.																																																																																			
a. Ethics awareness training Mean score of the students participated in the "Ethics 4 Everyone" online training will score at least 80% correct.						Direct, formative, external, comparative data derived from online training quiz developed by CRM Learning						A goal of 80% correct was set as a benchmark. Criterion was met for all participated classes.						Business ethics is one of the 12 CPC. It will be consistently covered in every class.						Awareness of ethical decision in practice will be expanded to additional classes in the next reporting cycle.						<div>Online Quiz on Ethics 4 Everyone, % Correct</div> <table><tr><th>Section</th><th>Score</th></tr><tr><td>17SU OL</td><td>89</td></tr><tr><td>17SP MC</td><td>96</td></tr><tr><td>16FA OL</td><td>91</td></tr><tr><td>16FA MC</td><td>95</td></tr><tr><td>16FA OL</td><td>91</td></tr></table>												Section	Score	17SU OL	89	17SP MC	96	16FA OL	91	16FA MC	95	16FA OL	91																														
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b. Business Ethics in Theory and Practice Mean percent correct score in IVY test on the business ethics topic will be at the national norm or better.						Direct, summative, external, comparative data derived from IVY assessment test administered in the capstone courses						The criterion was not met.						Mean score across all business majors were far below ACBSP national norm.						Ethics Theory covered in BADM 331, 332, 467, and 468 in fall 2016 and spring 2017 did not work as intended. The Guidelines of 5 sub-topics in business ethics provided by IVY have been forwarded to the faculty to update their course curriculum. The result will be monitored closely in the next assessment test.												<div>2016-2017 IVY Business Ethics test score by major and by sub-topic</div> <table><tr><th></th><th>BADM</th><th>PGM</th><th>MKTG</th><th>TRST</th><th>ACCT</th></tr><tr><td>Business Behavior</td><td>21</td><td>18</td><td>20</td><td>34</td><td>28</td></tr><tr><td>Customers/Public</td><td>29</td><td>27</td><td>50</td><td>47</td><td>50</td></tr><tr><td>Employees</td><td>20</td><td>20</td><td>25</td><td>36</td><td>39</td></tr><tr><td>Ethical Foundations</td><td>23</td><td>24</td><td>40</td><td>18</td><td>31</td></tr><tr><td>Investors</td><td>33</td><td>24</td><td>30</td><td>30</td><td>26</td></tr></table>													BADM	PGM	MKTG	TRST	ACCT	Business Behavior	21	18	20	34	28	Customers/Public	29	27	50	47	50	Employees	20	20	25	36	39	Ethical Foundations	23	24	40	18	31	Investors	33	24	30	30	26
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c. Work ethics in internship The average rating of PGA interns by employer will be at least 4.5 or better than the previous year on a scale of 1 (poor) to 5 (excellent).						Direct, formative, external, comparative data derived from employer evaluation of PGA-GM interns.						The criterion was met in 2017.						The average rating was improved from 4.37 in 2016 to 4.73 in 2017.						The best practice in work ethics will be contiguously emphasized through all PGA courses and especially the capstone course.												<div>PGA-GM Internship-Employer Evaluation Work Ethics Average Rating (1= poor, 5=excellent)</div> <table><tr><th>Year</th><th>Average Rating</th></tr><tr><td>2014</td><td>4.48</td></tr><tr><td>2015</td><td>4.53</td></tr><tr><td>2016</td><td>4.37</td></tr><tr><td>2017</td><td>4.73</td></tr></table>												Year	Average Rating	2014	4.48	2015	4.53	2016	4.37	2017	4.73																										
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SLO 5. Build collaboration and team working skills																																																																																			

a. Team working skills in an assignment The post cooperative learning mean score of a group project will be improved a least 10% and the mean score will be continuously improved in the following academic terms.	Direct, formative, internal, comparative data derived from a group project in online ECON 201 and ECON 202.	The criterion was met in percentage of score improvement. But the overall mean score in the post-cooperative learning score were much lower in summer 2017 than in 2016.	The cooperative learning exercise contributed more than 10% improvement in ECON201 and ECON202 group project in summer of 2016. The cooperative learning exercise did not work well in the online course in the summer of 2017.	The collaborative record in summer 2017 revealed that 43% of the students did not contribute or participate in the group discussion and over 60% of the non-participants were MC students. Next step: Redesign the cooperative learning process in all online courses, establish a reasonable timeline and schedule for the group project, and monitor more closely the progress of the group project.	<div>Evaluating the effectiveness of cooperative Learning exercise in a Group Project (max possible points: 30)</div> <table><thead><tr><th>Course</th><th>Pre-CL</th><th>Post-CL</th><th>Improved</th></tr></thead><tbody><tr><td>ECON201-16SU</td><td>24.57</td><td>27.43</td><td>2.86</td></tr><tr><td>ECON202-16SU</td><td>25.06</td><td>28.31</td><td>3.25</td></tr><tr><td>ECON 202-17SU</td><td>22.43</td><td>25.07</td><td>2.64</td></tr></tbody></table>	Course	Pre-CL	Post-CL	Improved	ECON201-16SU	24.57	27.43	2.86	ECON202-16SU	25.06	28.31	3.25	ECON 202-17SU	22.43	25.07	2.64
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ECON 202-17SU	22.43	25.07	2.64																		
b. Collaboration skills in the internship The average rating of cooperation skills by the employer on the PGA-GM interns will be at least 4.5 on a scale of 1 (poor) to 5 (excellent) or better than the previous year.	Indirect, formative, external, comparative data derived from employer evaluation of PGA-GM interns.	The criterion was met in this reporting cycle.	There was a steady improving trend from 2014 to 2017.	The collaboration skills in practice will be continuously emphasized through all PGA courses and especially the capstone course.	<div>PGA-GM Internship -Evaluation by Employer Cooperation Rating</div> <div>Average score (1=poor, 5=excellent)</div> <table><thead><tr><th>Year</th><th>Average score</th></tr></thead><tbody><tr><td>2014</td><td>4.58</td></tr><tr><td>2015</td><td>4.59</td></tr><tr><td>2016</td><td>4.6</td></tr><tr><td>2017</td><td>4.73</td></tr></tbody></table>	Year	Average score	2014	4.58	2015	4.59	2016	4.6	2017	4.73						
Year	Average score																				
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2017	4.73																				
c. Teamwork skills in a group project The average rating of teamwork in a group project will be 3.5 or better on a scale of 1 (poor) to 5 (excellent).	Indirect, formative, internal, comparative data derived from the evaluation of a group project given in an upper level BADM courses	The criterion was met for 3 of the 4 reported courses.	Though BADM 572 had a lower mean rating score, its rubric was actually more rigorous.	The rubric developed in BADM 572 is exemplary. It will be shared with other faculty. The results will be used as a feedback to help developing student's collaboration skills in the next semester.	<div>Mean Rating of Teamwork Quality In Group Projects (1= poor, 5=excellent) Summer 2017-Fall 2017</div> <table><thead><tr><th>Course</th><th>Mean Rating</th></tr></thead><tbody><tr><td>BADM760_17SU</td><td>4.08</td></tr><tr><td>BADM572 17FA</td><td>2.9</td></tr><tr><td>BADM345-FA1</td><td>4.35</td></tr><tr><td>BADM345-FA2</td><td>4.13</td></tr></tbody></table>	Course	Mean Rating	BADM760_17SU	4.08	BADM572 17FA	2.9	BADM345-FA1	4.35	BADM345-FA2	4.13						
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