

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

1) Bachelor of Science in Business Administration

Major Outcomes		Assessments Used	Measurement		Frequency of Assessments Use		
			Internal	External	Semester	Annually	Bi-annually
(A) Program Knowledge	Demonstrate a knowledge and understanding of general business theories and practices and a special field of business emphasis by 1. Being able to effectively communicate utilizing a variety of techniques, including written communication consistent with the conventions of good business writing, oral communication skills and electronic communication technologies. 2. Understanding the effects of globalization and how to compete in a global marketplace. 3. Being able to develop and implement business strategies.	1 Case Studies	X	X	X		
		2 Major Field Test (ETS)		X	X		
		3 Writing Competency Requirement (WCR)	X		X		
		4 CPA Pass Rate		X		X	
(B) Program Application	Develop the ability to recognize, analyze, propose and implement business solutions consistent with our biblical precepts as evidenced by practical experience by being able to 1. Identify and articulate business problems. 2. Design & implement appropriate strategies to solve business problems based on relevant research, experiences, etc. 3. Observe, collect, analyze and interpret data.	5 Business Internship Employer Evaluations		X	X		
		6 Business Internship Academic Prep. (Student Reflection)	X		X		
		7 Marketing Student Portfolios	X	X	X		

	4. Appropriately utilize technology in a business setting. 5. Think critically to reach principled-based solutions.						
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a. Program Outcomes

1) Bachelor of Science in Business Administration continued

Major Outcomes		Assessments Used		Measurement		Frequency of Assessments Use		
				Internal	External	Semester	Annually	Bi-annually
(C) Stakeholder Satisfaction/ Professional Development	Exemplify personal and professional conduct that results in a positive perception of the Crowell School of Business and its program quality by stakeholders.	8 CSB Student Satisfaction Survey	X			X		
	1. Stakeholders include but are not limited to: <ul style="list-style-type: none"> ▪ Students ▪ Alumni ▪ Faculty, Staff and Administration ▪ Employers ▪ Project Clients ▪ Business Community 	9 Noel-Levitz Student Assessment		X			X	
		10 University Alumni Survey		X	Every five years			
		11 Marketing Research Client Project Survey		X		X		
		12 Non-Profit Client Project Survey		X		X		
		13 IDEA Faculty Evaluations		X	X			
(D) Biblical Integration	Demonstrate maturity in faith by <ol style="list-style-type: none"> 1. Applying the Biblical principles of justice, truth, love and humility in both their business and personal lives. 2. Recognizing their vocation as God’s calling, leading them to demonstrate character, integrity and ethical behavior in both their business and personal lives. 	14 Ethics Cooperative Institutional Research Program (CIRP)		X				

b. Performance Results

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

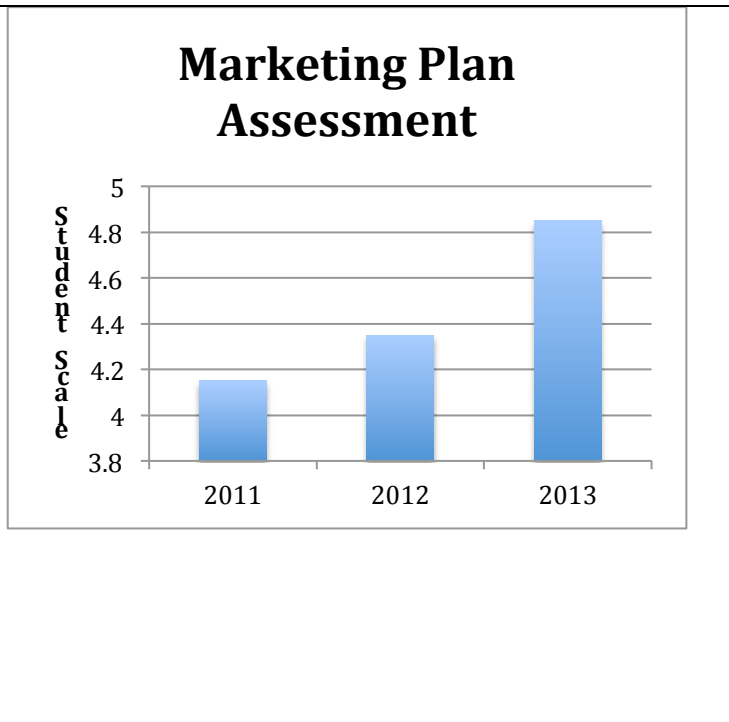
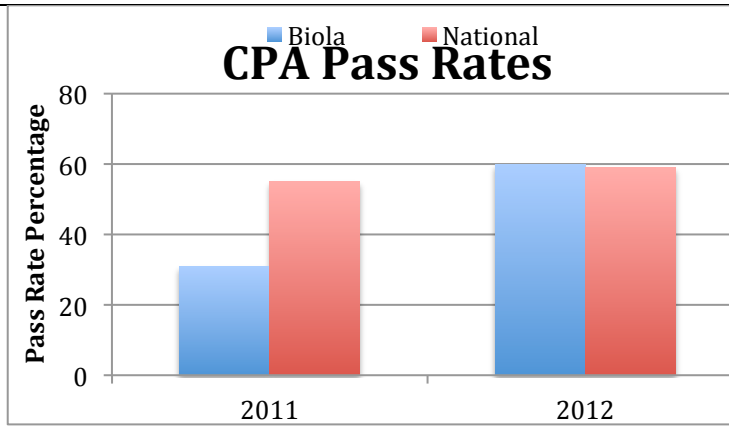
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator	Definition
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>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.</p>
	<p>Analysis of Results</p>

<p>Performance Measure</p> <p>Measurable goal</p> <p>What is your goal?</p>	<p>What is your measurement instrument or process?</p> <p>Do not use grades.</p> <p>(Indicate type of instrument) direct formative internal comparative</p>	<p>Current Results</p> <p>What are your current results?</p>	<p>Analysis of Results</p> <p>What did you learn from the results?</p>	<p>Action Taken or Improvement made</p> <p>What did you improve or what is your next step?</p>	<p>Insert Graphs or Tables of Resulting Trends</p> <p>(3-5 data points preferred)</p>										
<p>MAJOR FIELD TEST (ETS) The Institutional Assessment Indicator measures 662 Institutions on Business Department Knowledge.</p> <p>Goal: Place above 50 percentile with nationally normed data by end of 2014.</p>	<p>External, Comparative Program Outcome (A)</p> <p>Designed to measure a student's knowledge and application of significant facts, concepts, theories, and analytical methods in business. Our process is to deliver this test during our Capstone course at the end of each semester.</p>	<p>Our average for the 2011/12 and 2012/13 years is 154, which places Biola in 2013 at the 65th percentile with nationally normed data and above the 50th percentile.</p>	<p>We learned that the ETS changed their form in Spring 2012, which made the results differ in Fall of 2011 from Spring of 2012. We will need to study further.</p> <p>See letter from ETS with explanation in Appendix 8.</p>	<p>Major Field test are evaluated and reviewed by faculty and staff. Measures are being taken into consideration to improve performance. We are continuing to integrate a preparatory course for ETS in our Strategic Management Classes.</p>	<p style="text-align: center;">Major Field Test Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Major Field Test Results Data</caption> <thead> <tr> <th>Semester</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>158</td> </tr> <tr> <td>Spring 2012</td> <td>153</td> </tr> <tr> <td>Fall 2012</td> <td>154</td> </tr> <tr> <td>Spring 2013</td> <td>152</td> </tr> </tbody> </table>	Semester	Mean Score	Fall 2011	158	Spring 2012	153	Fall 2012	154	Spring 2013	152
Semester	Mean Score														
Fall 2011	158														
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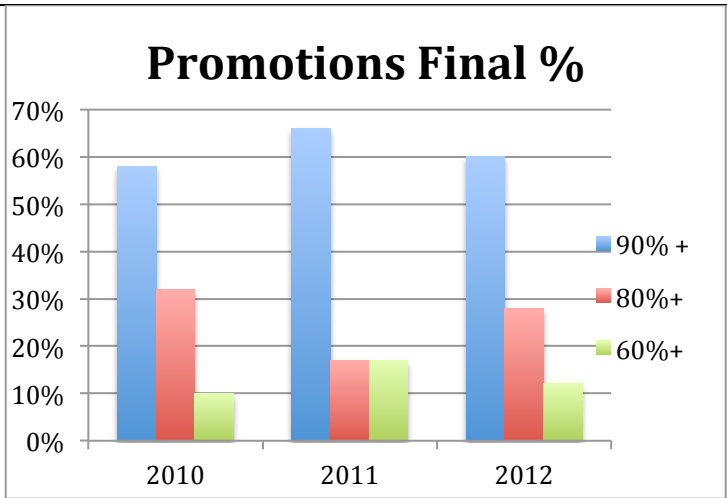
<p>CASE STUDIES Strategic Presentations</p> <p>Internal and external evaluators will evaluate individual students and the teams using a rubric with exceeds expectations, meets exp., partially meets exp., and does not meet exp.</p> <p>Our goal is to have all students at Meets Expectations or above.</p>	<p>Capstone course, Internal, summative and Direct.</p> <p>The presentation and prior work are evaluated by course professor as well as 3-4 outside Business Professionals that also serve as MBA Mentors. The professor takes into account the evaluation that is done by the outside panel that hears the final presentation in his grading rubric. This presentation is an accumulation of an entire semester of work leading up to the presentation. See Appendix 1 for sample rubric.</p>	<p>39 Students were evaluated on their presentation in 3 areas. Students scored as follows: Content/Deliverables: 29 students exceeded expectations, 10 students met expectations. Presentation: 31 students exceeded expectations, 8 students met expectations. Commentary: 28 students exceeded expectations, 9 students met expectations, 2 students partially met expectations.</p>	<p>In presentation and Content & Deliverables all students met expectations or above, indicating overall proficiency in research, analysis and presentation. However on the commentary, we did have a couple of the students score in the partially meets expectations which shows this area is the greatest weakness in the defending of their data.</p>	<p>We changed the rubric as well as the evaluation process in Spring of 2013. We learned from the prior years that we needed to change the evaluation that the Mentors used to evaluate as well as the rubric that was designed to evaluate the students' work. The rubric is shared with the student at the beginning year. You will see two graphs here, one for the prior years under the old rubric along with the Spring of 2013 new rubric.</p> <p>See Appendix 9 for new rubric.</p>	<div style="text-align: center;"> <p>Case Presentation Evaluations</p> <table border="1"> <caption>Case Presentation Evaluations Data</caption> <thead> <tr> <th>Category</th> <th>Fall/Spring 2011</th> <th>Spring 2012</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td>4.27</td> <td>4.02</td> </tr> <tr> <td>Analysis & Presentation</td> <td>4.44</td> <td>4.11</td> </tr> <tr> <td>Delivery</td> <td>4.68</td> <td>4.14</td> </tr> </tbody> </table> </div> <p>Fall 2012 (now out of 10 instead of 5) Content: 8.47 Analysis & Presentation: 8.19 Delivery: 8.68</p> <p>Spring 2013 (with new Rubric) Deliverables: 29 students exceeded 10 Students met expectations Presentation: 31 students exceeded 8 students met expectations Commentary: 28 students exceeded 9 students met expectations 2 students partially met expectations.</p>	Category	Fall/Spring 2011	Spring 2012	Content	4.27	4.02	Analysis & Presentation	4.44	4.11	Delivery	4.68	4.14
Category	Fall/Spring 2011	Spring 2012															
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Delivery	4.68	4.14															

<p>Accounting CPA PASS RATE % of Biola students who passed all sections of the CPA exam for which they sat. Goal: Continue to stay above National Average.</p>	<p>External, Comparative Program Outcome A</p> <p>Data gathered by the National Association of State Boards of Accountancy (NASBA) We compare Biola students against the Nation.</p>	<p>Biola University exceeded the national percentage of candidates to pass ALL of the CPA exams. In 2012 60% of Biola Students passed all sections of the CPA exam for which they sat.</p>	<p>Continually review standards to make sure we are addressing any new changes. We had a drop in 2011.</p>	<p>The NASBA changed the reporting in 2012 by providing only % pass rate of each section. We have adjusted our measures accordingly.</p>
<p>Marketing</p> <p>Students will be able to assess and identify marketing problems of a real world non-profit client, conduct primary and secondary research of various stakeholders and create a comprehensive marketing plan for the organization.</p> <p>Goal: For students to stay above a 4.5.</p>	<p>Internal Formative Direct Non Profit Marketing Plan for an external Non Profit Organization</p> <p>Students find a Non-Profit client on their own, conducted extensive secondary and primary research and closely working with their clients create a comprehensive marketing plan with a wide range of customized strategies. Drafts of these assessments were reviewed and edited with both the client and the teacher of the class. Final</p>	<p>A scale is given to each plan from 1-5, with 1 being Insufficient to 5 being Excellent. Every year the Assessment plan for the Non-Profit Marketing plan has changed and increased in difficulty. Even with the changes the students are doing much better.</p>	<p>Even though the assessment is getting more difficult the students are rising to the expectations and delivering a very strong Marketing Plan to the Non-Profit Organization that they have chosen. We have a Non-Profit dinner for each participating Non-Profit to deliver the final results. The Professor will continue to make changes</p>	<p>Each year the assessment and the recommendations sections were expanded to reflect areas where students were not proficient. This included the content of success measurements as well as how they are communicated internally and externally throughout the NPO. The Marketing Plan and Assessments given to the student from the faculty member has been updated every year based on information that he learns the previous year. Appendix10 shows the Non-Profit</p>



	strategies were submitted to the client as part of the plan and evaluated by the teacher.		each year, based on the changing needs of the Non-Profits.	Marketing Plan.																					
<p>International Business</p> <p>Students to report on the risks and opportunities that face businesses that operate internationally.</p> <p>Goal: For the average score of our students to be at .75.</p>	<p>Internal Formative Direct</p> <p>Students form groups and conduct research on the cultural, political and economic climate of a less-developed country, and present their findings in an end of semester presentation.</p>	The results were uneven, reflecting not enough structure to the assignment and the expectations.	This project was replaced with one that is called Foreign Investment Report whereby students are asked to present a SWOT analysis for investing in a less-developed Country. The grading rubric (see Appendix 11) was revised accordingly.	The variance in the projects has tightened considerably, and score have improved.	<p style="text-align: center;">International Risks and Opportunities Report</p> <table border="1"> <caption>International Risks and Opportunities Report - Scores</caption> <thead> <tr> <th>Semester</th> <th>Oral</th> <th>PPT Slide</th> <th>Analysis</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>0.8</td> <td>0.7</td> <td>0.75</td> </tr> <tr> <td>Spring 2012</td> <td>0.8</td> <td>0.75</td> <td>0.7</td> </tr> <tr> <td>Fall 2012</td> <td>0.85</td> <td>0.8</td> <td>0.85</td> </tr> <tr> <td>Spring 2013</td> <td>0.9</td> <td>0.9</td> <td>0.95</td> </tr> </tbody> </table>	Semester	Oral	PPT Slide	Analysis	Fall 2011	0.8	0.7	0.75	Spring 2012	0.8	0.75	0.7	Fall 2012	0.85	0.8	0.85	Spring 2013	0.9	0.9	0.95
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Spring 2012	0.8	0.75	0.7																						
Fall 2012	0.85	0.8	0.85																						
Spring 2013	0.9	0.9	0.95																						

<p>Marketing/Management For students to comprehend and articulate factual knowledge about promotions, and to analyze promotional material for its effectiveness from a marketing management perspective.</p> <p>Goal: We would like to be at 80% of students receiving a 90% or above.</p>	<p>Direct, Formative and Internal.</p> <p>Final Exam – Promotions</p> <p>To be administered 1/year.</p>	<p>In 2012 60% of the students received a 90% or above. 28% of students received a 80 or above and the rest were at 60 and above. This was up from 2011 and seemed to be due to the changes that the professor implemented in 2012.</p>	<p>From the 2011 results we learned that the students did not have enough opportunities to demonstrate their ability to use the material in a strategic fashion. So In 2012 the textbook was changed and the exam was updated and revised. The students were asked to do more math problems and analyze marketing strategies in more detail through essay questions. Also students were asked to evaluate two similar advertisements and explain why one would have been more effective than the other.</p>	<p>In 2012 60% of the students received a 90% or above. 28% of students received a 80 or above and the rest were at 60 and above. In 2011 where only 66% of the students were 90% or above. In 2010 58% of students were at 90% and above. Continue the same process for 2013 to see results for two consecutive years.</p>
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Standard #4 Measurement and Analysis of Student Learning and Performance

c. Program Outcomes

Our MBA Faculty have begun meeting twice per month since Fall 2012 to work towards cohesiveness and continual improvement in the program. Our Learning Outcomes chart below has been slightly updated since the last QA report and now also identifies which Program Learning Outcomes tie with the University Learning Outcomes (ULO’s). The faculty have additionally edited which assessments will be measured, tracked, and reported on beginning Fall 2014, which will affect the next QA cycle. These changes will reflect our current curriculum that has undergone some updates and will allow for more and better reporting on the assignments to be assessed. Beginning Fall 2014, all faculty will also be using Canvas, a new Learning Management System, which will allow for ease of tracking assignments and rubric results over time.

Crowell School of Business graduates will be able to:		Assessment/Measured Assignment
Biblical Integration	<p>A. Articulate one’s faith by (ULO 2 and 3):</p> <ul style="list-style-type: none"> i. integrating knowledge from their theology courses into their daily work & personal lives. ii. recognizing their vocation as God’s calling and applying this knowledge as the basis for making ethical and knowledgeable decisions in the marketplace. 	<ul style="list-style-type: none"> • Ethical Dilemma Paper (MBAD 613) • Self-Reflection Project (MBAD 601) • Alumni Survey • Exit Survey/Interview • Mentor Survey
Knowledge	<p>B. Demonstrate knowledge and understanding of advanced business theories and practices by (ULO 1):</p> <ul style="list-style-type: none"> i. effectively communicating through a variety of techniques including writing, oral, and electronic communication technologies. ii. effectively organizing, working in, and leading teams. 	<ul style="list-style-type: none"> • Client-Based Project (MBAD 675) • Client/External Reviewer Evaluation of Projects (MBAD 630 & 675) • Major Field Test (ETS) • Alumni Survey • Exit Survey/Interview • IDEA Course Evaluations • Mentor Survey

Application	<p>C. Employ and foster the entrepreneurial spirit within the workplace culture by (ULO 1)</p> <ol style="list-style-type: none"> i. utilizing advanced and comprehensive graduate business curriculum to employ innovation, change, and creativity in the workplace. ii. developing and implementing advanced business strategies and work plans. 	<ul style="list-style-type: none"> • Client-Based Project (MBAD 675) • Client/External Reviewer Evaluation of Projects (MBAD 630 & 675) • Alumni Survey • Exit Survey/Interview • IDEA Course Evaluations • Mentor Survey
Professional Development	<p>D. Discuss how character and integrity are integral to being a change agent in the workplace through the application of Biblical principles (ULO 2 and 3).</p>	<ul style="list-style-type: none"> • Ethical Dilemma Paper (MBAD 613) • Self-Reflection Project (MBAD 601) • Alumni Survey • Exit Survey/Interview • IDEA Course Evaluations • Mentor Survey

d. Performance Results

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator	Definition
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>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></p> <p>Add these to the description of the measurement instrument in column two:</p> <p>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.</p>

		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)						
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										
External evaluators (live client & MBA mentors) will respond with an average score of 30 (out of possible 40) on presentation evaluation rubric of student team Capstone presentation and MBAD 630 business plan presentations. Assesses Program Knowledge and Application outcomes.	Client/external reviewer evaluation of project. <i>Direct</i> <i>Summative</i> <i>Internal</i> Students in MBAD 675 – Capstone present in-depth strategic plan to live client & MBA Mentors. <i>Indirect</i> <i>Formative</i> <i>Internal</i> Students in MBAD 630 – Entrepreneurial Management I, present their business	Only written comments were collected from mentors for Capstone presentations; however, majority of comments were very positive. MBAD 630: 32 scores from external reviewers (mentors) in Fall 2011 yielded an average score of 29.8 (out of a possible 40). 31 scores from external reviewers (mentors) in Fall	Scores have exceeded desired range.	Only oral and written comments have been collected from Capstone evaluators. A standardized evaluation rubric will be implemented beginning Fall 2014. Beginning Fall 2014, we will be using an online classroom management system that will automatically save and record these rubrics, no	Mentors rate 8 different presentation components on a 5-point scale. <div style="text-align: center;"> <h3>Avg. Mentor Eval of Business Plan Presentations</h3> <table border="1"> <caption>Avg. Mentor Eval of Business Plan Presentations</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>30.0</td> </tr> <tr> <td>2012</td> <td>33.5</td> </tr> </tbody> </table> </div>	Year	Average Score	2011	30.0	2012	33.5
Year	Average Score										
2011	30.0										
2012	33.5										

	<p>plan proposals to peers, instructor, and 3 corporate executives from MBA Mentor Program.</p>	<p>2012 yielded an average score of 32.9 (out of a possible 40).</p> <p>Our average score jumped by 3 points.</p>		<p>matter the instructor. This will aid in consistency.</p>																	
<p>Increase competitiveness of admission by attracting applicants with mean scores of 475 and above by end of 2013.</p>	<p>GMAT (Graduate Management Admissions Test)</p> <p><i>Direct</i> <i>Pre-Formative</i> <i>External</i> <i>Comparative</i></p> <p>The Crowell School of Business utilizes the following formula to calculate an index score for each applicant:</p> <p>GMAT + [200 x undergrad G.P.A.] = Index.</p> <p>Applicants must score 1,000 or above in order to be eligible for admission.</p>	<p>Our mean GMAT score since 2007 is 503.</p> <p>Our mean score Fall 2011-Fall 2013, since submission of the last QA report, is 518, thereby exceeding our goal.</p>	<p>Lower GMAT scores often result from applicants with high GPAs who know they do not need to score highly on the GMAT in order to meet our index.</p> <p>Since 2011, we have allowed applicants with 10 years or more experience to request a GMAT waiver. With our FEMBA program, and experience requirements, many of our applicants qualify for this.</p>	<p>Faculty are currently analyzing data comparing our students' GMAT, undergraduate GPA, Index Score, MBA GPA, ETS Major Field Test score, and whether they had leveling courses to quantify how well GMAT predicts success in our program. Faculty are also conducting market research on how valuable and necessary requiring the GMAT for all applicants is.</p>	<p style="text-align: center;">Average New Student GMAT Score</p> <table border="1"> <caption>Average New Student GMAT Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>502</td> </tr> <tr> <td>2008</td> <td>472</td> </tr> <tr> <td>2009</td> <td>535</td> </tr> <tr> <td>2010</td> <td>463</td> </tr> <tr> <td>2011</td> <td>568</td> </tr> <tr> <td>2012</td> <td>523</td> </tr> <tr> <td>2013</td> <td>463</td> </tr> </tbody> </table>	Year	Score	2007	502	2008	472	2009	535	2010	463	2011	568	2012	523	2013	463
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<p>To place Biola's MBA student mean score at least within the 50th percentile as compared to ETS nationally normed data.</p>	<p>Major Field Test (ETS)</p> <p><i>Direct Formative & Summative External Comparative</i></p> <p>This test measures critical knowledge, ability to analyze, interpret, solve problems, and understand relationships from the Business field of study.</p>	<p>Scores exceeded goal:</p> <p>Fall 2011-Fall 2013 graduating student's mean score (out all 23 graduates in that time) was in the 64th percentile.</p> <p>Fall 2011-Fall 2013 new student mean score (out of all 37 enrollees in that time) was in the 51st percentile.</p> <p>5 students, at this point, have graduated having taken the exam at their program entry and at their exit. Their mean percentile increased from the 67th to the 86th.</p>	<p>Progression of knowledge clearly demonstrated in comparison between entrance and exit scores of our program.</p> <p>Additionally, given our new student average score, we are attracting quality applicants to score so high in an exam designed to be taken at the conclusion of an MBA.</p>	<p>Results disseminated to faculty & Academic Dean and discussed in MBA Faculty Meeting.</p> <p>Will discontinue requiring MFT for new students as three data points have been achieved for internal comparison.</p> <p>MFT will continue to be administered to graduating students and results will be reviewed annually by faculty.</p> <p>New goal set for graduating students of a mean score at least within the 60th percentile as compared to ETS nationally normed data.</p>	<p>ETS MFT Mean Scores</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>New Students (Mean Score)</th> <th>Graduating Students (Mean Score)</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>~253</td> <td>~260</td> </tr> <tr> <td>Spring & Fall 2012</td> <td>~249</td> <td>~249</td> </tr> <tr> <td>Spring & Fall 2013</td> <td>~247</td> <td>~259</td> </tr> </tbody> </table>	Time Period	New Students (Mean Score)	Graduating Students (Mean Score)	Fall 2011	~253	~260	Spring & Fall 2012	~249	~249	Spring & Fall 2013	~247	~259
Time Period	New Students (Mean Score)	Graduating Students (Mean Score)															
Fall 2011	~253	~260															
Spring & Fall 2012	~249	~249															
Spring & Fall 2013	~247	~259															

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. <i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i>															
		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made													
Measurable goal	What is your goal?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
STUDENT ACADEMIC PERFORMANCE	Internal data received from Registrar's Office every semester.	Spring of 2013 had an average GPA of 3.42. This was lower than Fall of 2012 but higher than Fall 2011 and Spring 2012.	The sample size for Fall graduates is much lower than Spring. We should probably compare Fall to Fall and Spring to Spring. For Spring we saw a slight increase and	Our GPA scores have been consistently over 3.2. We will continue monitor scores to make sure that we are teaching the students what they need to learn to maintain the 3.2 and above.	<p style="text-align: center;">GPA</p> <table border="1"> <caption>GPA Data</caption> <thead> <tr> <th>Term</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>3.46</td> </tr> <tr> <td>Fall 2011</td> <td>3.39</td> </tr> <tr> <td>Spring 2012</td> <td>3.39</td> </tr> <tr> <td>Fall 2012</td> <td>3.51</td> </tr> <tr> <td>Spring 2013</td> <td>3.43</td> </tr> </tbody> </table>	Term	GPA	Spring 2011	3.46	Fall 2011	3.39	Spring 2012	3.39	Fall 2012	3.51	Spring 2013	3.43
Term	GPA																
Spring 2011	3.46																
Fall 2011	3.39																
Spring 2012	3.39																
Fall 2012	3.51																
Spring 2013	3.43																

			Fall a much larger increase. Overall we are staying above the 3.2 GPA.										
<p>Graduation Rate</p> <p>% of entering cohort who graduate within a given period of time. This rate is based on entering year. This is based on a 6 year graduation rate.</p> <p>Goal: 70% graduation rate.</p>	Internal data received from Registrar's Office annually.	70% of the incoming students in 2007 graduated in 2013. This is based on a 6 year graduation rate.	Although we have maintained our goal for the graduation rate. Our graduation rate is dropping slightly year over year. We moved from a 73% in 2005 to a 70% in 2007.	<p>This is based on a 6 year cycle. We need to do more research to see how long it is actually taking our Business Graduates to start and finish the degree and run our reports based on those numbers. We also will start focusing on retention and trying to understand why students are leaving our program.</p>	<table border="1"> <caption>CSB Graduates</caption> <thead> <tr> <th>Year</th> <th>% of Graduates</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>73%</td> </tr> <tr> <td>2006</td> <td>72%</td> </tr> <tr> <td>2007</td> <td>70%</td> </tr> </tbody> </table>	Year	% of Graduates	2005	73%	2006	72%	2007	70%
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<p>Persistence Rate</p> <p>% of freshman to sophomore retention rate.</p> <p>Goal: 80%</p>	<p>Internal data received from Registrar's Office annually.</p>	<p>In 2012 86.8% of our students are being retained from the Freshman year to the sophomore year.</p>	<p>We had a slight drop in 2011, but picked back up in 2012 and have been continually making our goal.</p>	<p>Continue to monitor and look at reasons why students leave Biola to continue to increase persistence rates. Look to see if it is reasonable to increase our goal.</p>	<div data-bbox="1281 243 2005 836"> <h3 style="text-align: center;">Persistence of Frosh to Soph</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>% of Frosh to Soph</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>84.5</td> </tr> <tr> <td>2011</td> <td>82.0</td> </tr> <tr> <td>2012</td> <td>86.8</td> </tr> </tbody> </table> </div>	Year	% of Frosh to Soph	2010	84.5	2011	82.0	2012	86.8
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