

APPENDIX 8D

**IU Northwest School of Business and Economics
Assurance of Learning Program
Undergraduate Assessment Data Report**

**Comparison of Pre-Test and Post-Test
Undergraduate Data from Fall 2012 - Summer 2016**

Instructions for Interpreting Data

Data is organized by competency.

In most cases, a particular skill is assessed using more than one tool. Look at the chart titles and the exercises just below the chart title to identify where a skill is assessed so that you can look at all charts that pertain to a particular skill at once. Drastic differences between the two can sometimes be explained, but consideration should be given to the assessment process when differences cannot be explained.

Most charts show pre- and post-data. When looking at a chart with pre- and post- data, we want to see a decrease in the novice category and increases in the competent and accomplished categories. Where a decrease is seen in the competent category, look at the data as a whole and ask yourself “Are we pulling people from competent to accomplished, but showing little movement from novice to competent?”

Our goal is to have 20% or less in the novice category, 60% or more in the competent category, and 20% or more in the accomplished category. Be sure to look at this standard using the 400-level course data if pre- and post- data is presented.

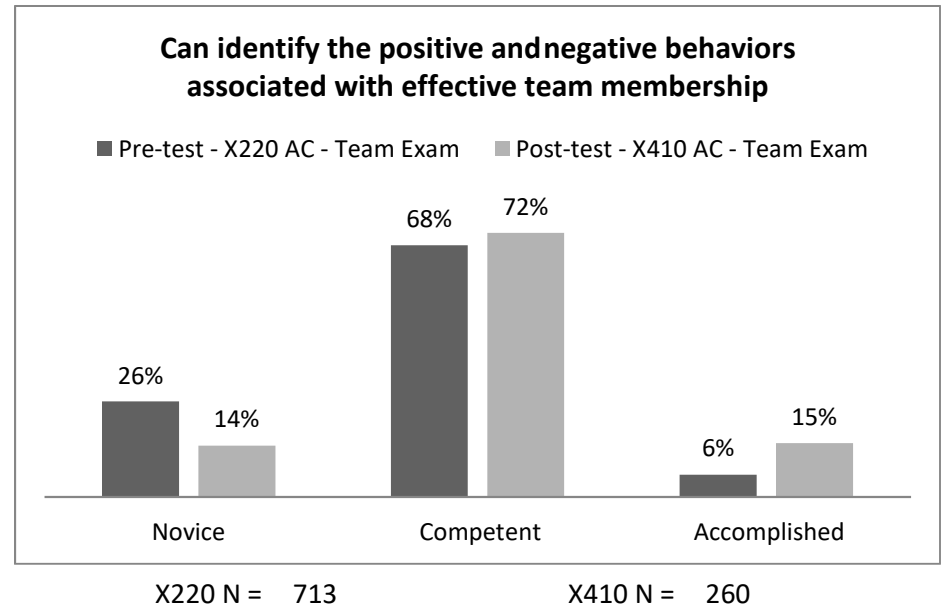
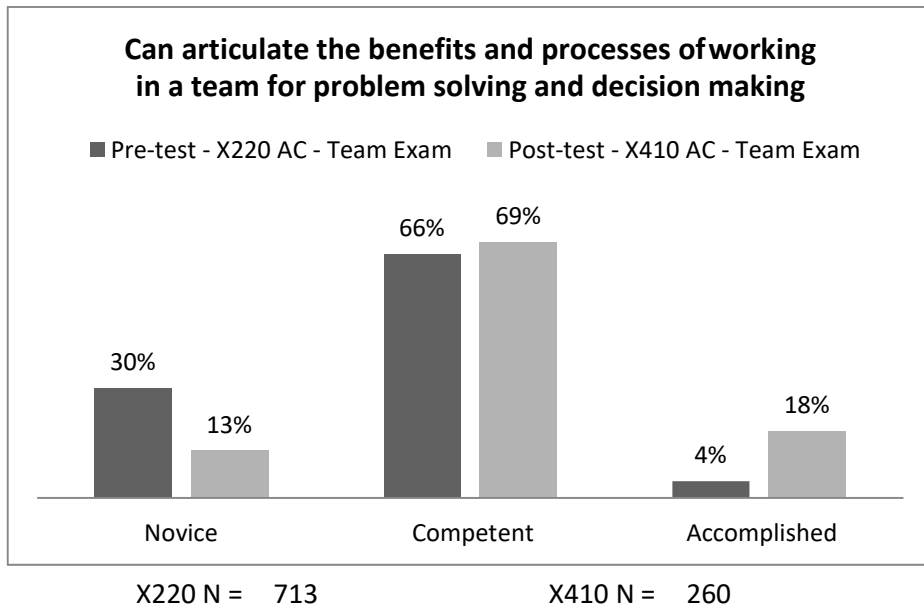
For each skill, we need to consider:

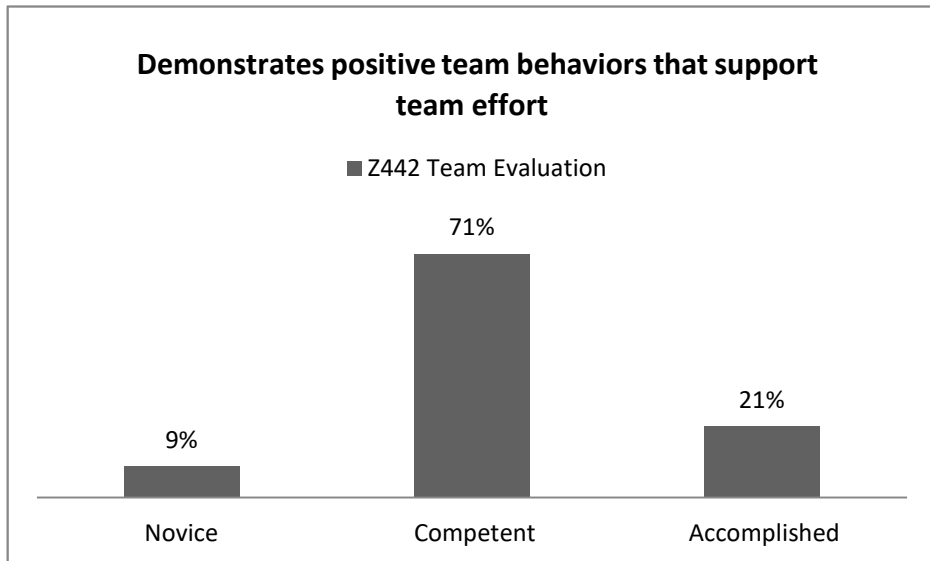
- 1. Does this data reflect what faculty is seeing in the classroom? If not, why not?**
- 2. Are we satisfied with our students’ performance on the skill? If not, what are we going to do about it?**

Performance Snapshot

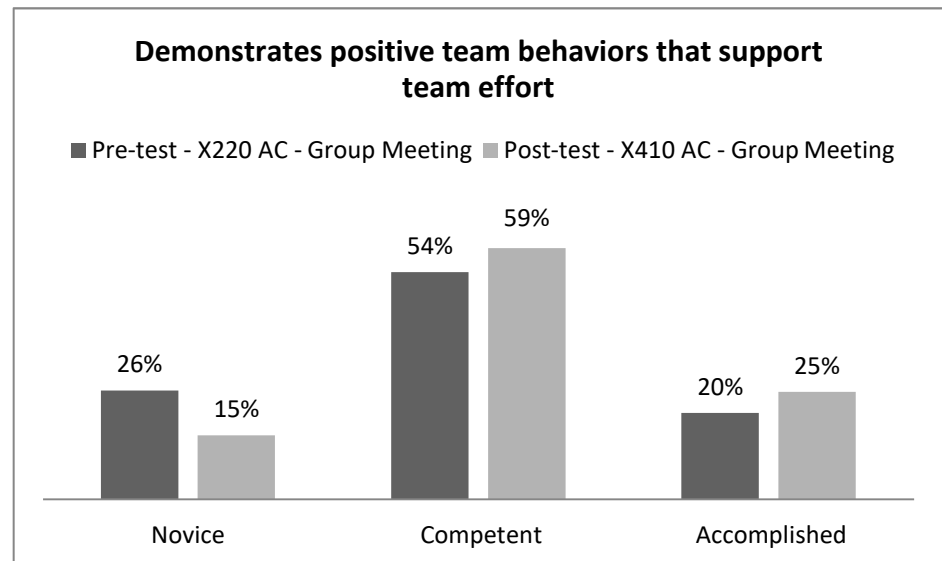
This chart provides an overview of student performance on each competency by averaging all assessments across all objectives for each competency.

		Novice	Competent	Accomplished
Teamwork	Pre-Test	21%	47%	32%
	Post-Test	9%	46%	45%
Leadership	Pre-Test	28%	33%	39%
	Post-Test	20%	34%	46%
Technology	Pre-Test	94%	6%	0%
	Post-Test	13%	43%	44%
Written Communication	Pre-Test	46%	35%	19%
	Post-Test	34%	37%	29%
Interpersonal Communication	Pre-Test	19%	43%	38%
	Post-Test	11%	41%	48%
Presentation	Post-Test	5%	41%	54%
Functional Knowledge	Post-Test	36%	36%	28%
Ethics	Pre-Test	44%	28%	28%
	Post-Test	27%	43%	30%
Global and Diversity	Pre-Test	81%	15%	4%
	Post-Test	49%	42%	9%
Critical Thinking	Pre-Test	51%	32%	17%
	Post-Test	40%	35%	26%





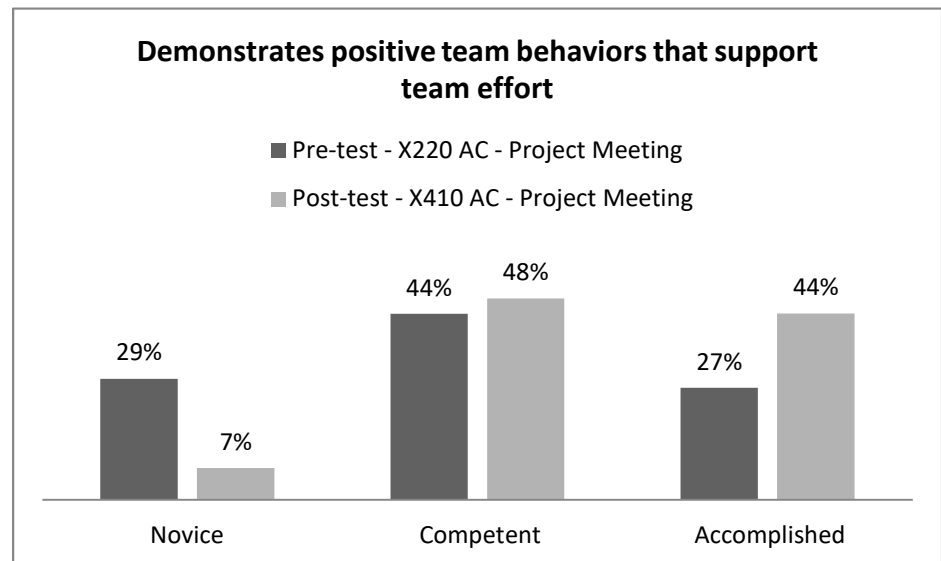
Z442 N = 224



X220 N = 758

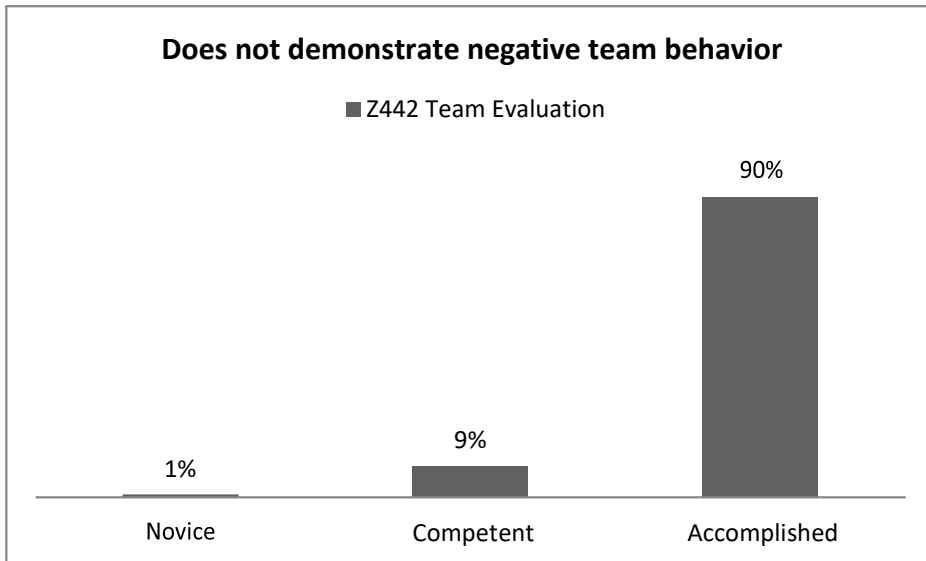
X410 N = 311

1. Look at chart one and X410 data from chart two (this AC exercise is most similar to the Z442 exercise)
2. Look at charts two and three to see pre- and post-data on two different exercises (note... these are not the same students from time one to time two)
3. Look at charts two and three together to compare performance in different situations
 - a. Group meeting – leaderless group discussion
 - b. Project meeting – designated leader project team

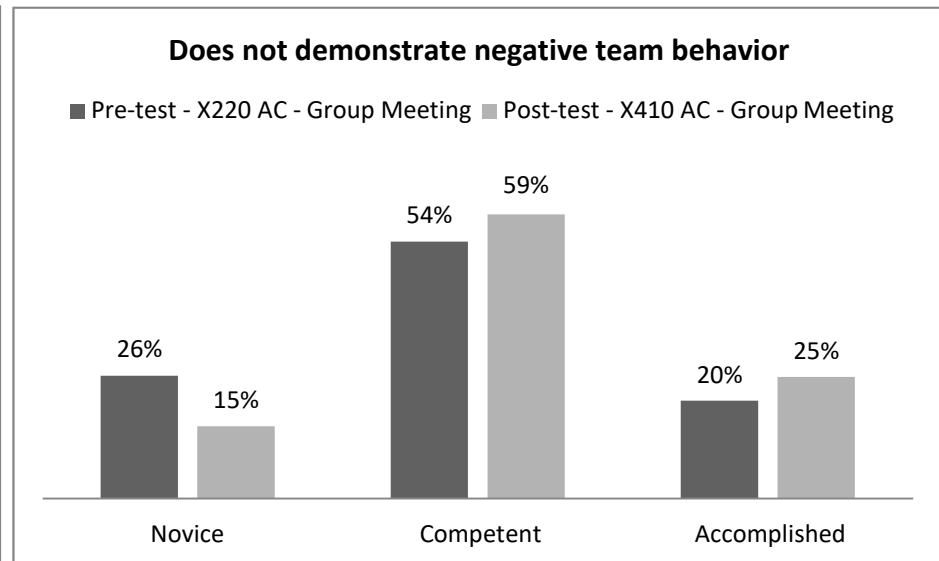


X220 N = 741

X410 N = 254

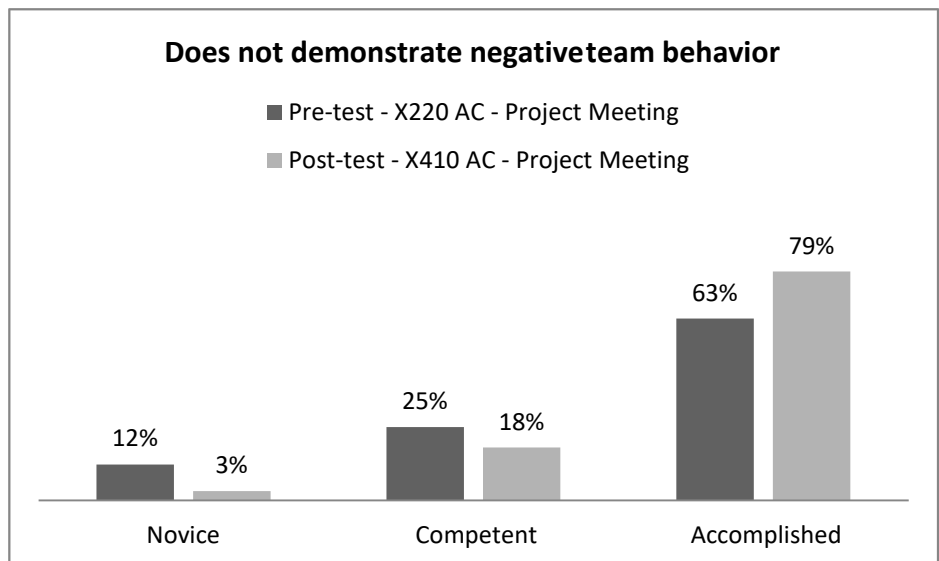


Z442 N = 224



X220 N = 758

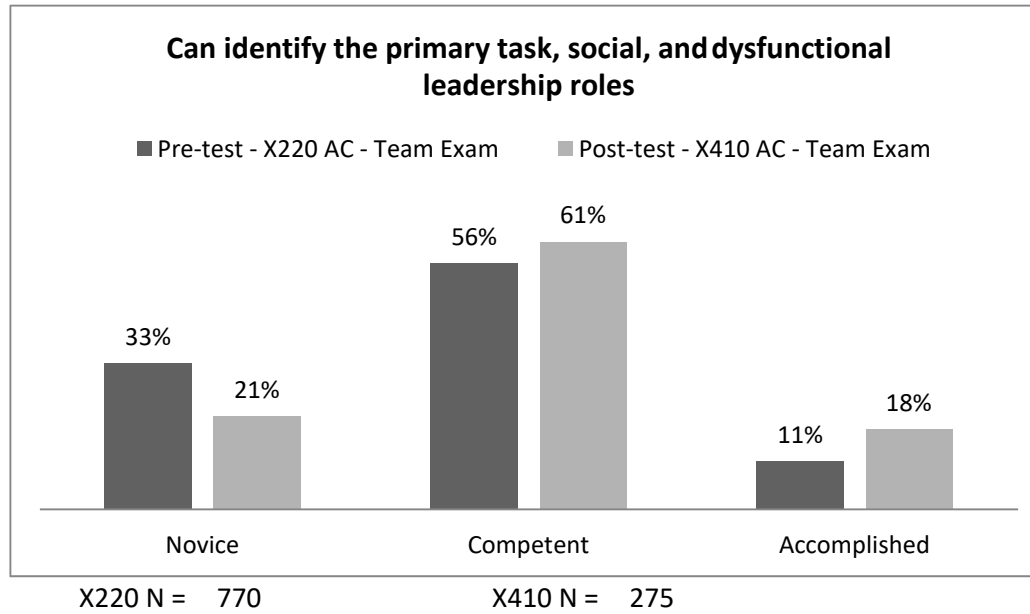
X410 N = 237



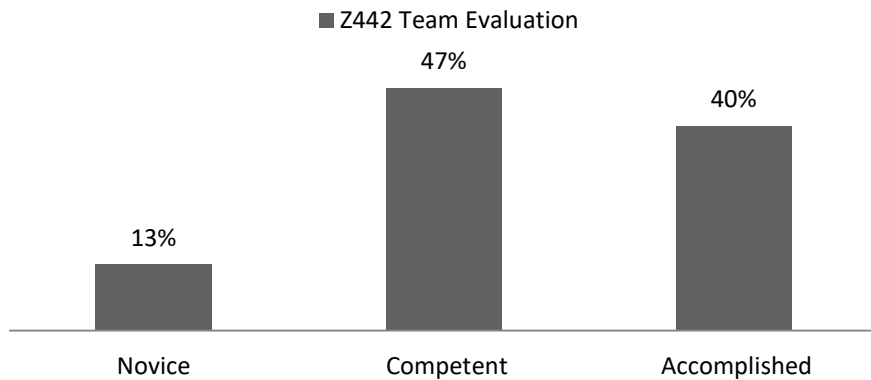
X220 N = 740

X410 N = 254

1. Look at chart one and X410 data from chart two (this AC exercise is most similar to the Z442 exercise)
2. Look at charts two and three to see pre- and post-data on two different exercises (note... these are not the same students from time one to time two)
3. Look at charts two and three together to compare performance in different situations
 - a. Group meeting – leaderless group discussion
 - b. Project meeting – designated leader project team

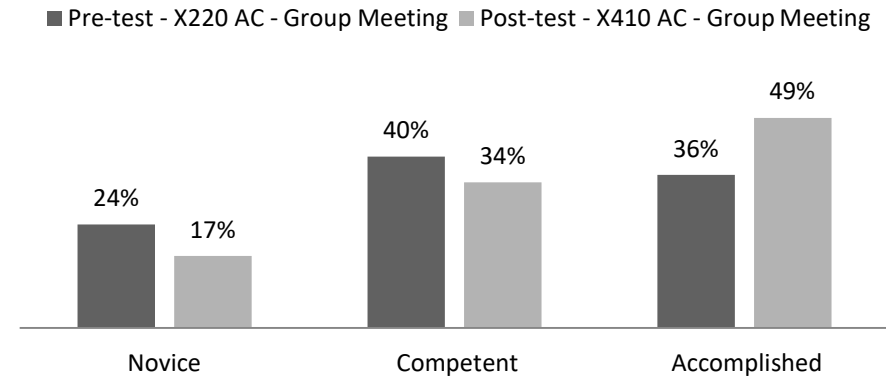


Assumes leadership task roles in a systematic or consistent way that moves the group toward successful completion of the task



Z442 N = 434

Assumes leadership task roles in a systematic or consistent way that moves the group toward successful completion of the task

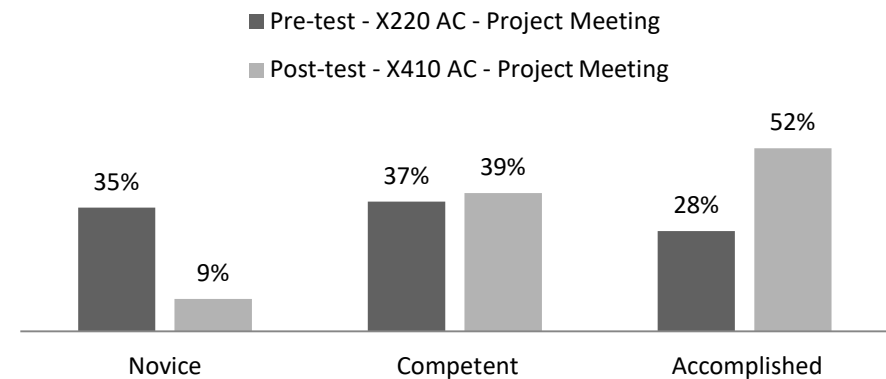


X220 N = 777

X410 N = 226

1. Look at chart one and X410 data from chart two (this AC exercise is most similar to the Z442 exercise)
2. Look at charts two and three to see pre- and post-data on two different exercises (note... these are not the same students from time one to time two)
3. Look at charts two and three together to compare performance in different situations
 - a. Group meeting – leaderless group discussion
 - b. Project meeting – designated leader project team

Assumes leadership task roles in a systematic or consistent way that moves the group toward successful completion of the task

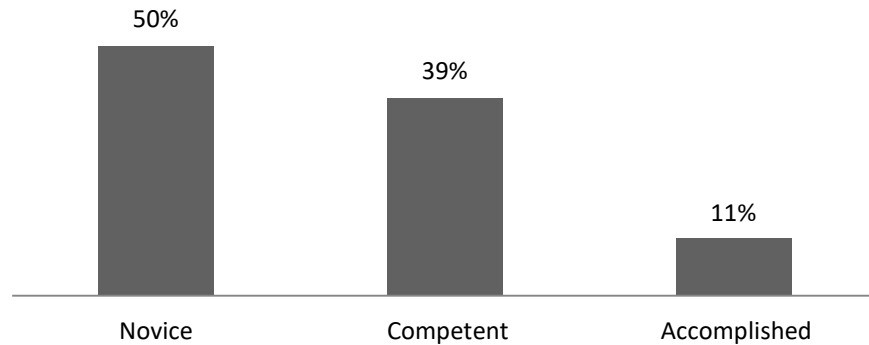


X220 N = 741

X410 N = 253

Assumes leadership social roles in a systematic or consistent way that socially supports team members

■ Z442 Team Evaluation

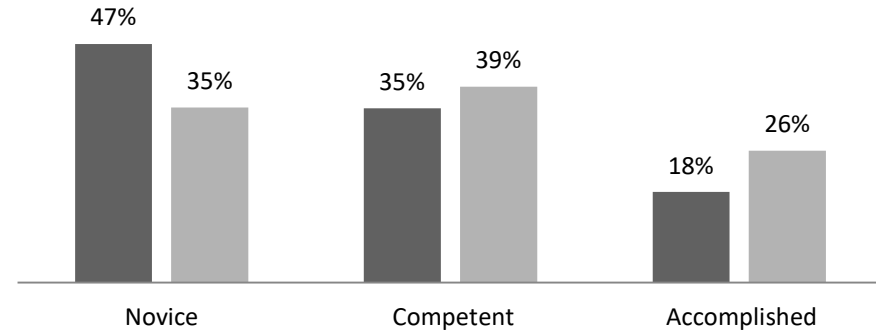


Z442 N = 434

Assumes leadership social roles in a systematic or consistent way that socially supports team members

■ Pre-test - X220 AC - Group Meeting

■ Post-test - X410 AC - Group Meeting



X220 N = 757

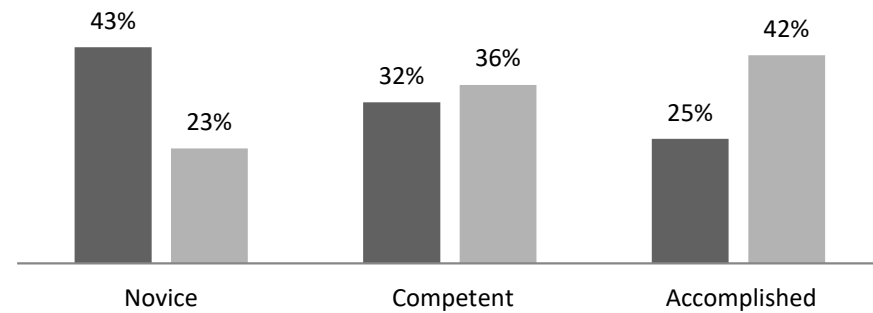
X410 N = 244

1. Look at chart one and X410 data from chart two (this AC exercise is most similar to the Z442 exercise)
2. Look at charts two and three to see pre- and post-data on two different exercises (note... these are not the same students from time one to time two)
3. Look at charts two and three together to compare performance in different situations
 - a. Group meeting – leaderless group discussion
 - b. Project meeting – designated leader project team

Assumes leadership social roles in a systematic or consistent way that socially supports team members

■ Pre-test - X220 AC - Project Meeting

■ Post-test - X410 AC - Project Meeting

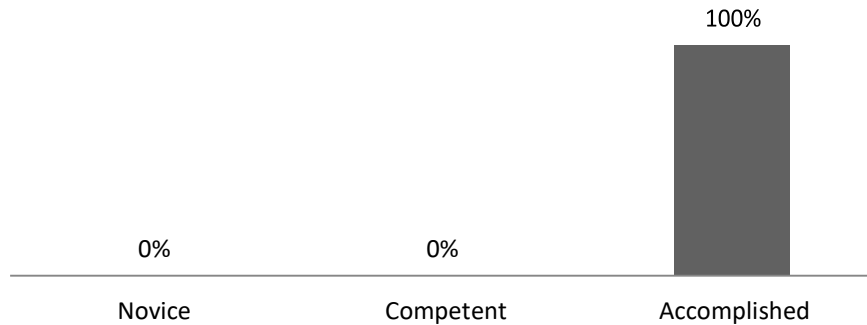


X220 N = 741

X410 N = 253

Does not assume dysfunctional roles in a systematic or consistent way to derail team effectiveness

■ Z442 - Team Evaluation

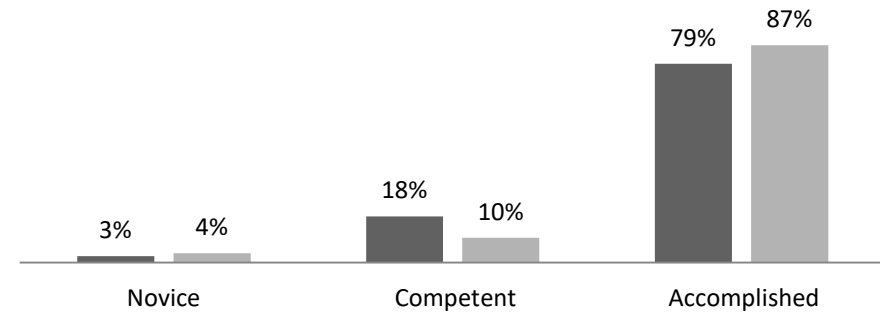


Z442 N = 224

Does not assume dysfunctional roles in a systematic or consistent way to derail team effectiveness

■ Pre-test - X220 AC - Group Meeting

■ Post-test - X410 AC - Group Meeting



X220 N = 758

X410 N = 245

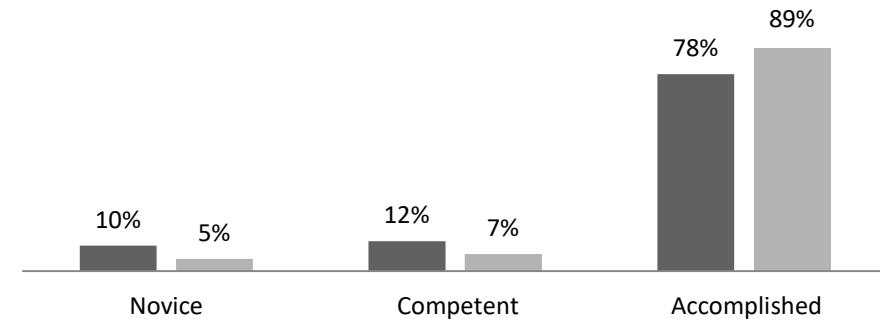
Exp

1. Look at chart one and X410 data from chart two (this AC exercise is most similar to the Z442 exercise)
2. Look at charts two and three to see pre- and post-data on two different exercises (note... these are not the same students from time one to time two)
3. Look at charts two and three together to compare performance in different situations
 - a. Group meeting – leaderless group discussion
 - b. Project meeting – designated leader project team

Does not assume dysfunctional roles in a systematic or consistent way to derail team effectiveness

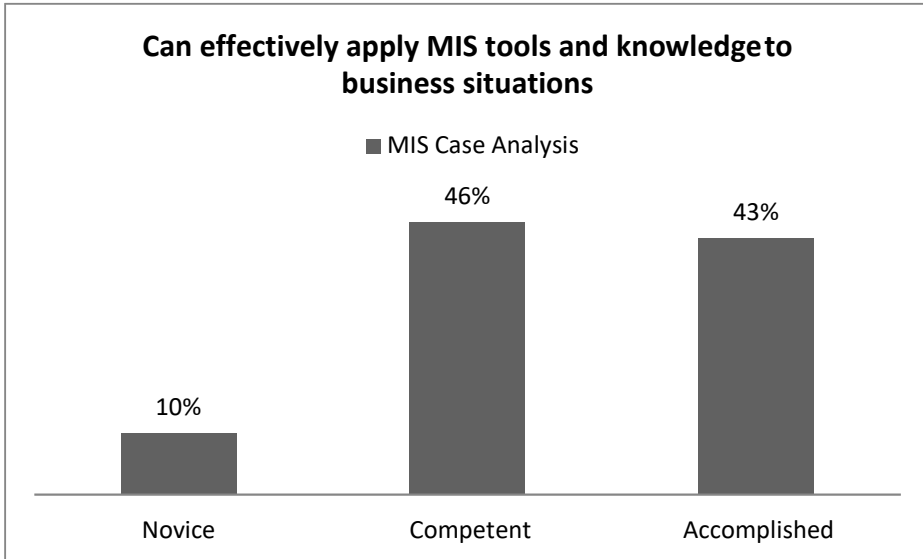
■ Pre-test - X220 Ac - Project Meeting Post-

■ test - X410 AC - Project Meeting

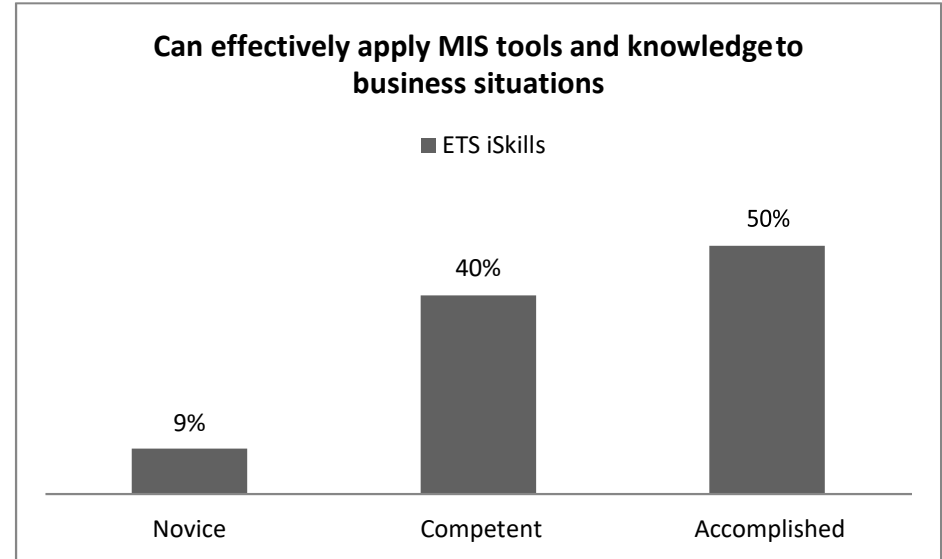


X220 N = 741

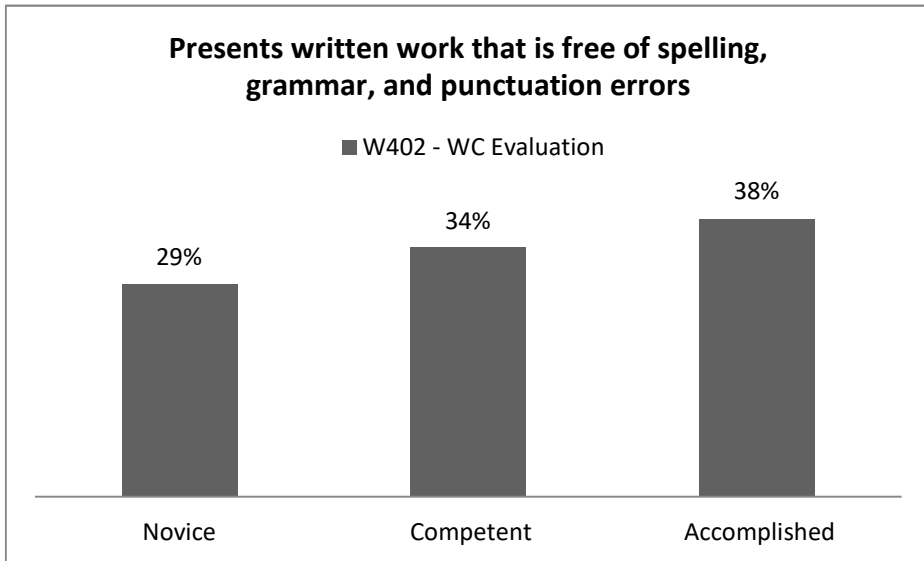
X410 N = 253



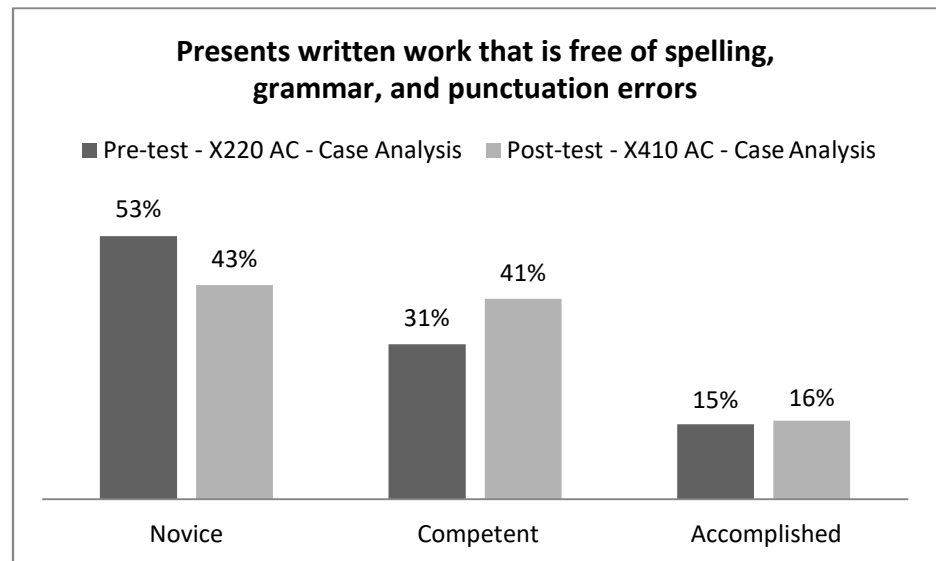
MIS case N = 306



iSkills N = 337



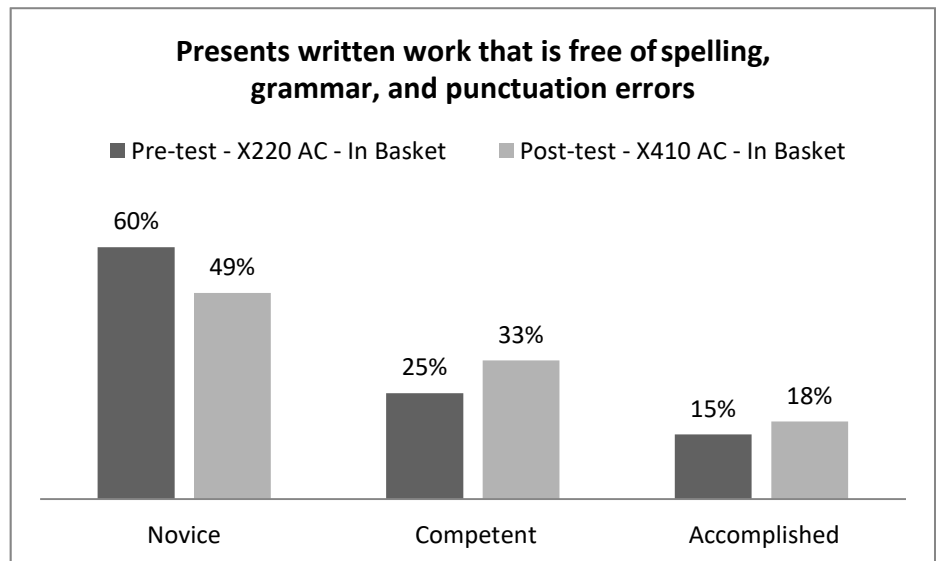
W402 N = 160



X220 N = 891

X410 N = 290

1. Look at chart one and X410 data from chart two (this AC exercise is most similar to the W402 exercise)
2. Look at charts two and three to see pre- and post-data on two different exercises (note... these are not the same students from time one to time two)
3. Look at charts two and three together to compare performance in different situations
 - a. Case Analysis – paragraph format paper
 - b. In Basket – brief responses to e-mails

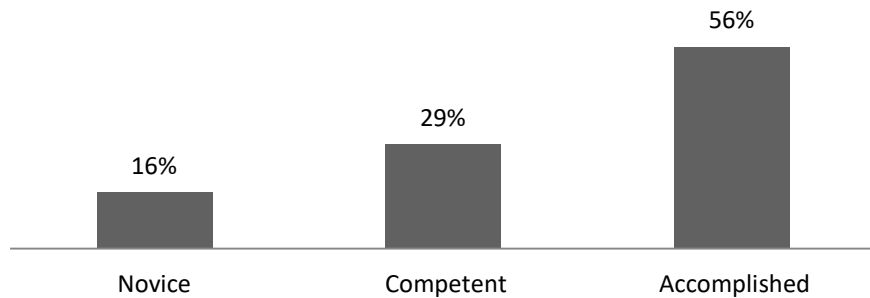


X220 N = 511

X410 N = 262

Presents written work that is clear and coherent; written work is easily understood, uses appropriate words/terms, flows from one point to another, and effectively expresses an idea

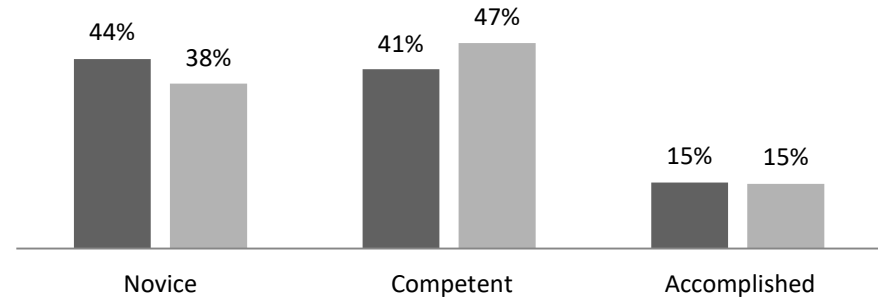
■ W402 - WC Evaluation Form



W402 N = 160

Presents written work that is clear and coherent; written work is easily understood, uses appropriate words/terms, flows from one point to another, and effectively expresses an idea

■ Pre-test - X220 AC - Case Analysis ■ Post-test - X410 AC - Case Analysis



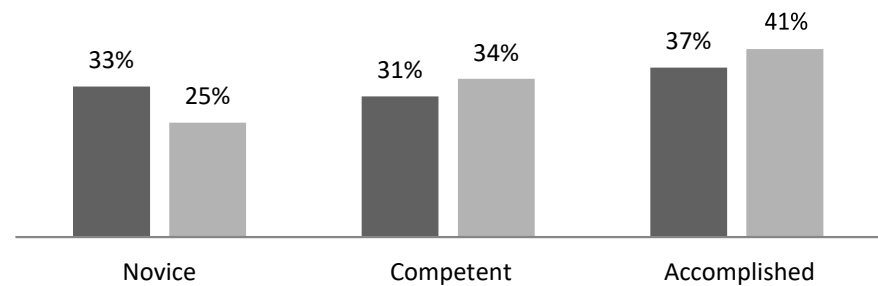
X220 N = 890

X410 N = 290

1. Look at chart one and X410 data from chart two (this AC exercise is most similar to the W402 exercise)
2. Look at charts two and three to see pre- and post-data on two different exercises (note... these are not the same students from time one to time two)
3. Look at charts two and three together to compare performance in different situations
 - a. Case Analysis – paragraph format paper
 - b. In Basket – brief responses to e-mails

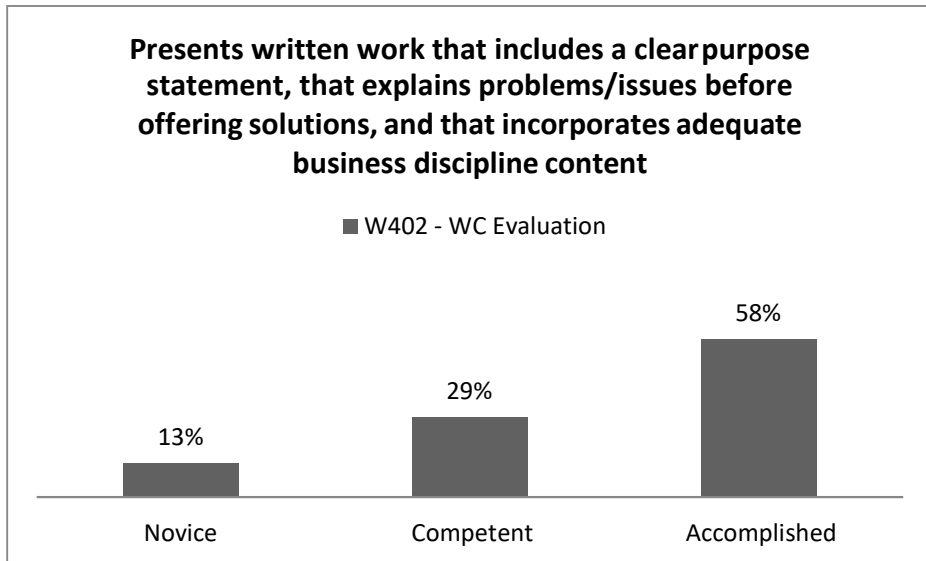
Presents written work that is clear and coherent; written work is easily understood, uses appropriate words/terms, flows from one point to another, and effectively expresses an idea

■ Pre-test - X220 AC - In Basket ■ Post-test - X410 AC - In Basket

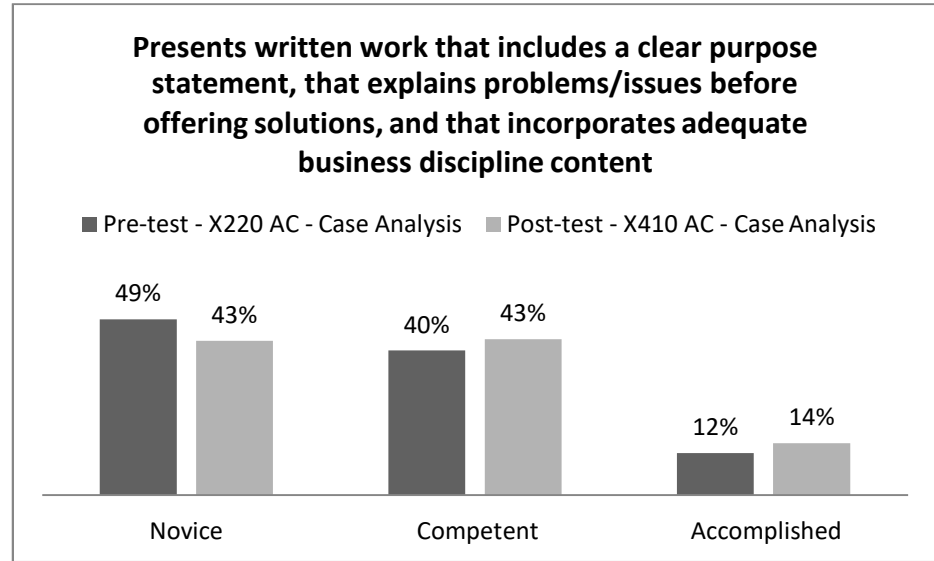


X220 N = 511

X410 N = 262



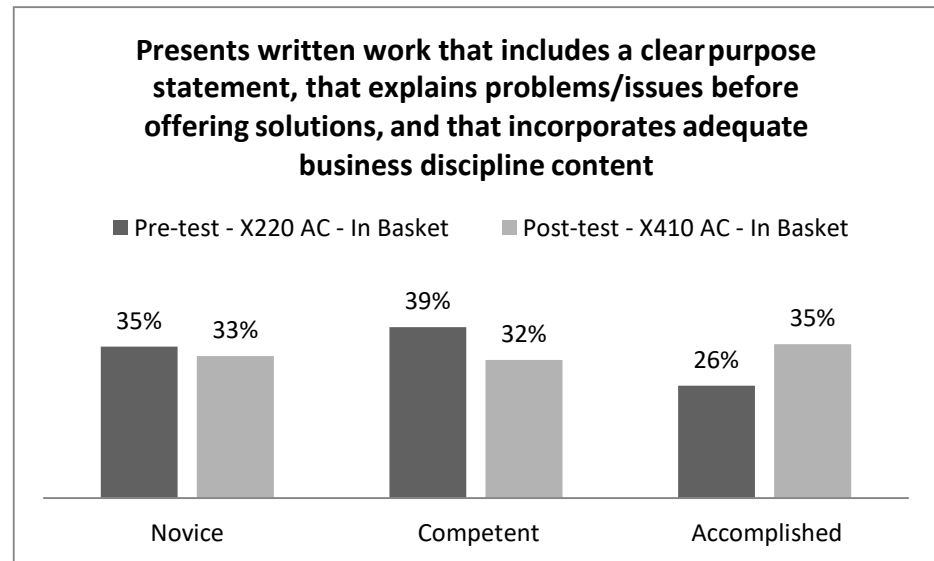
W402 N = 160



X220 N = 744

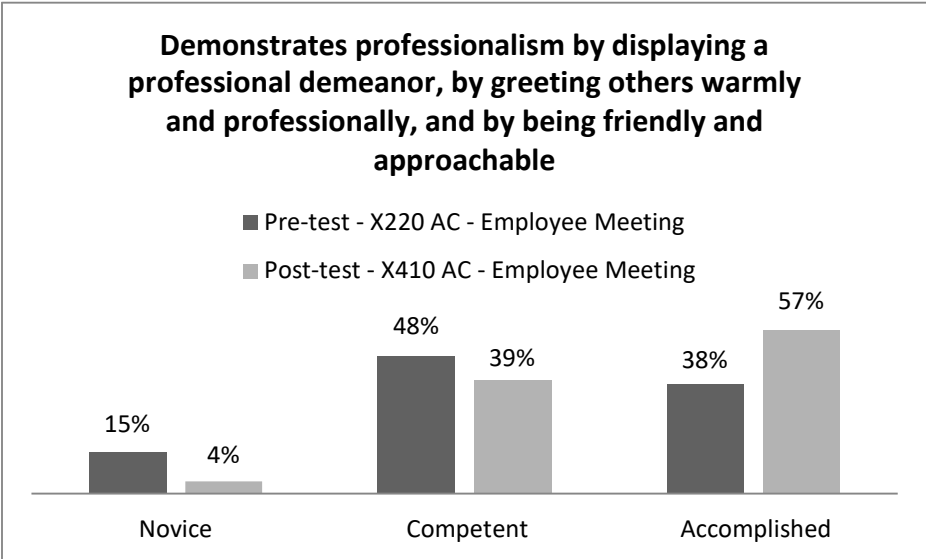
X410 N = 251

1. Look at chart one and X410 data from chart two (this AC exercise is most similar to the W402 exercise)
2. Look at charts two and three to see pre- and post-data on two different exercises (note... these are not the same students from time one to time two)
3. Look at charts two and three together to compare performance in different situations
 - a. Case Analysis – paragraph format paper
 - b. In Basket – brief responses to e-mails



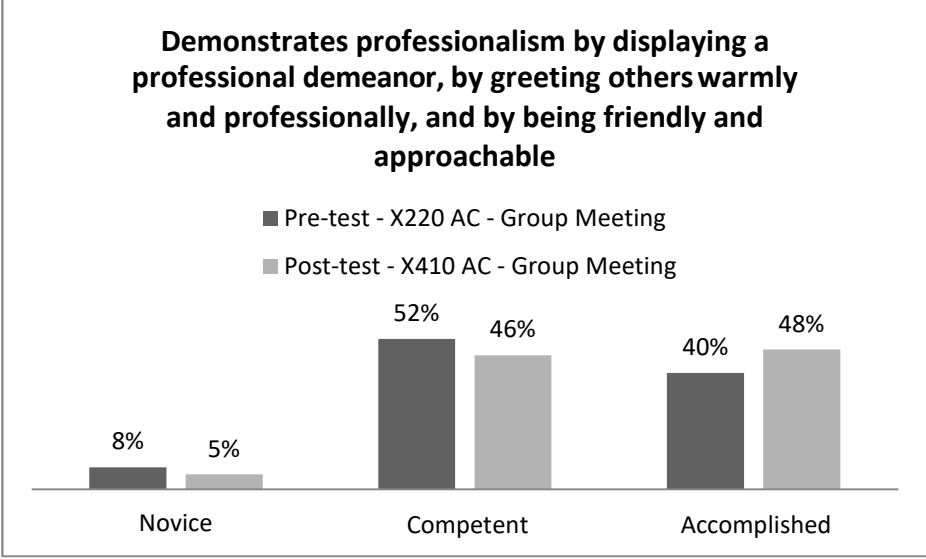
X220 N = 511

X410 N = 223



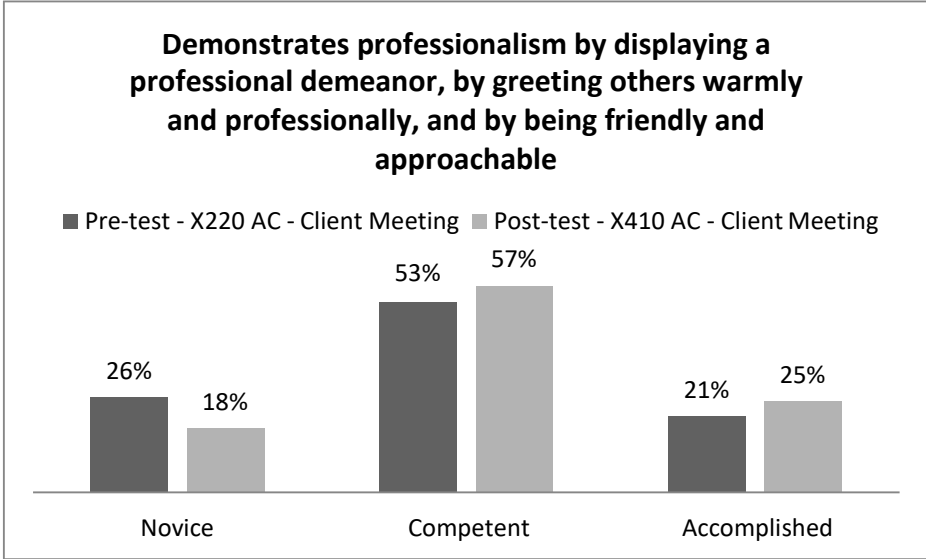
X220 N = 903

X410 N = 242



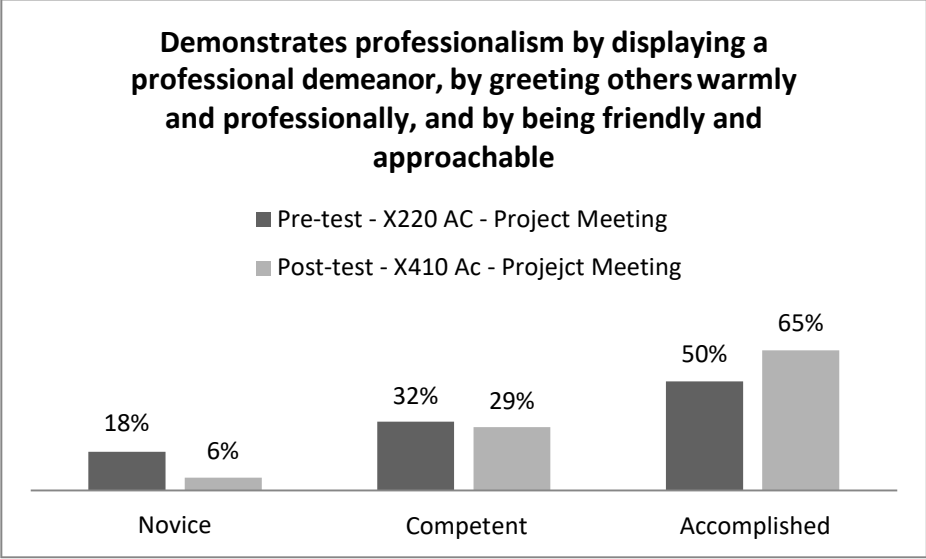
X220 N = 910

X410 N = 293



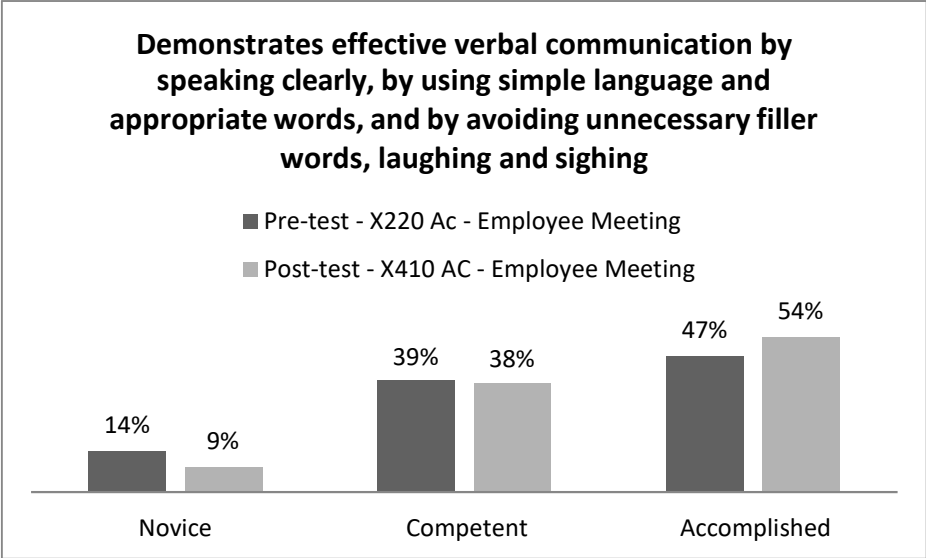
X220 N = 900

X410 N = 293



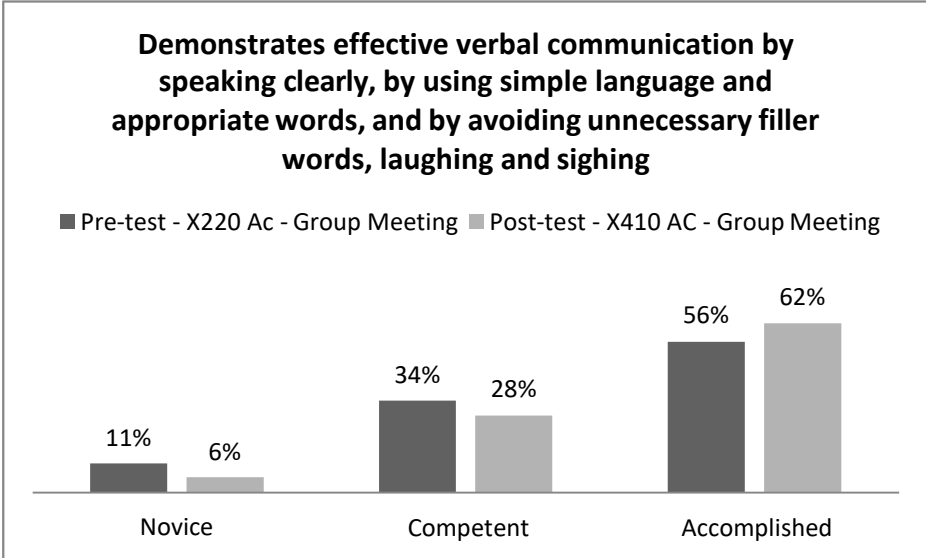
X220 N = 891

X410 N = 287



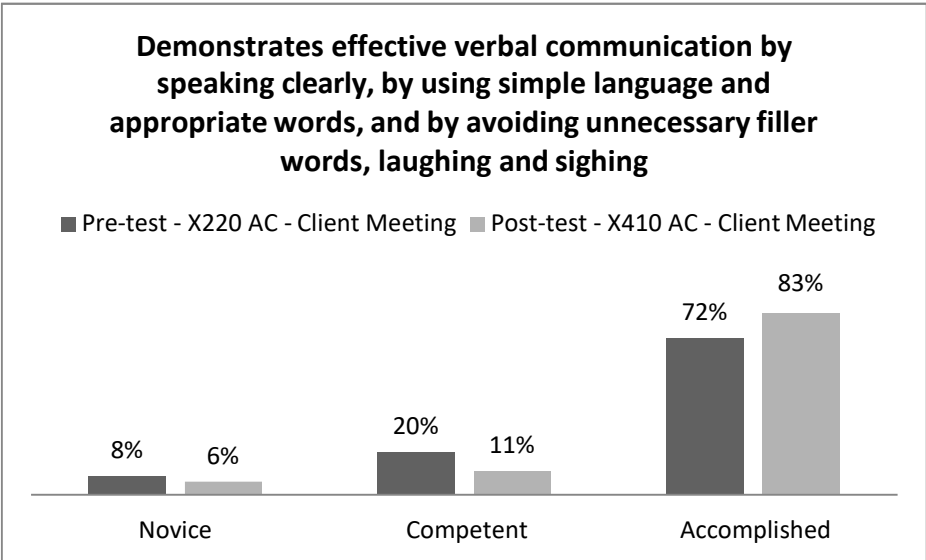
X220 N = 905

X410 N = 242



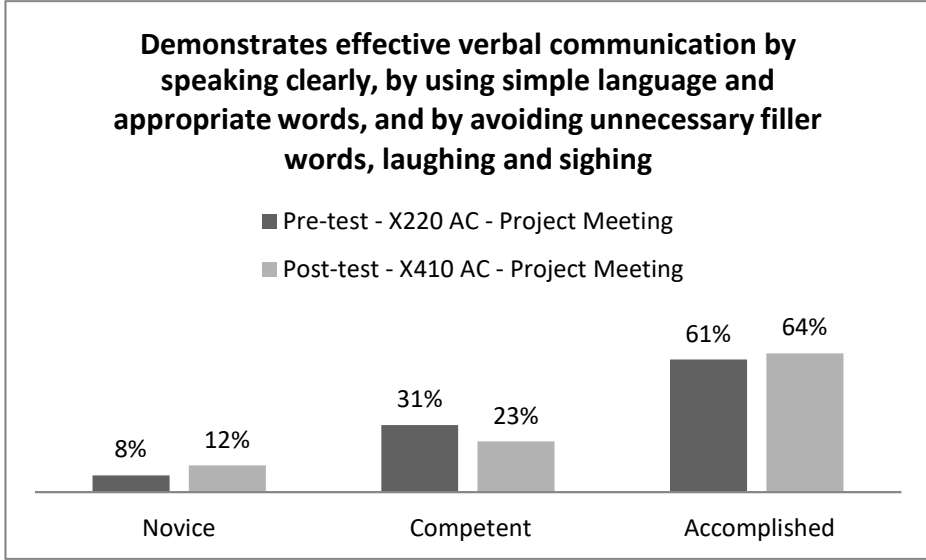
X220 N = 908

X410 N = 289



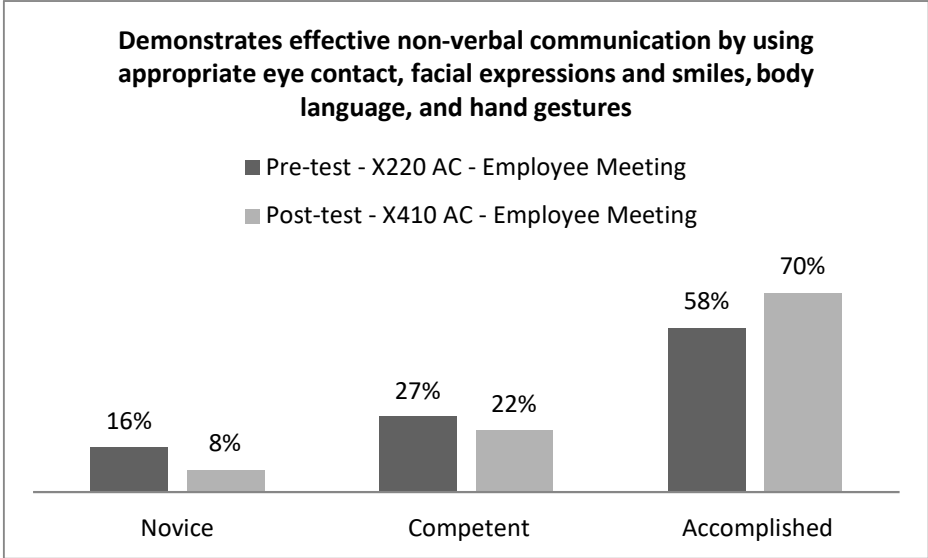
X220 N = 254

X410 N = 84



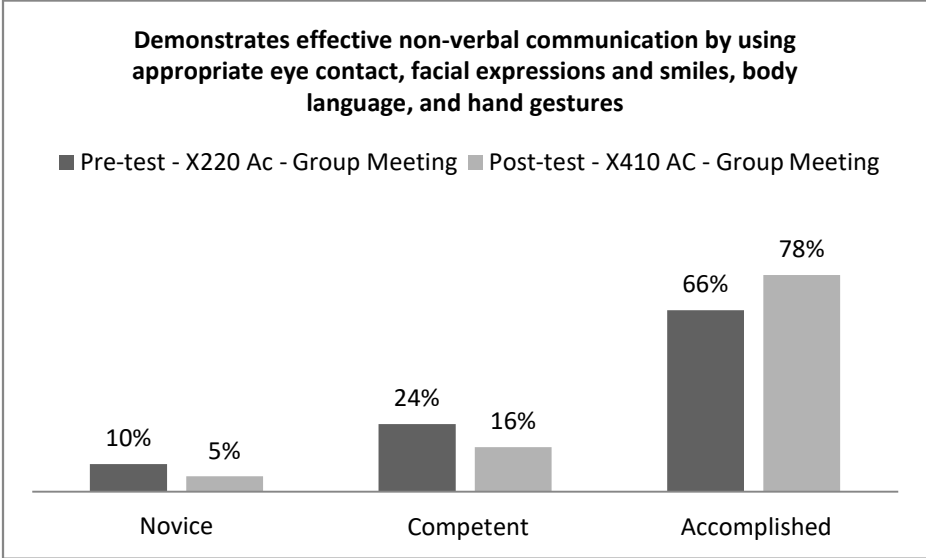
X220 N = 258

X410 N = 81



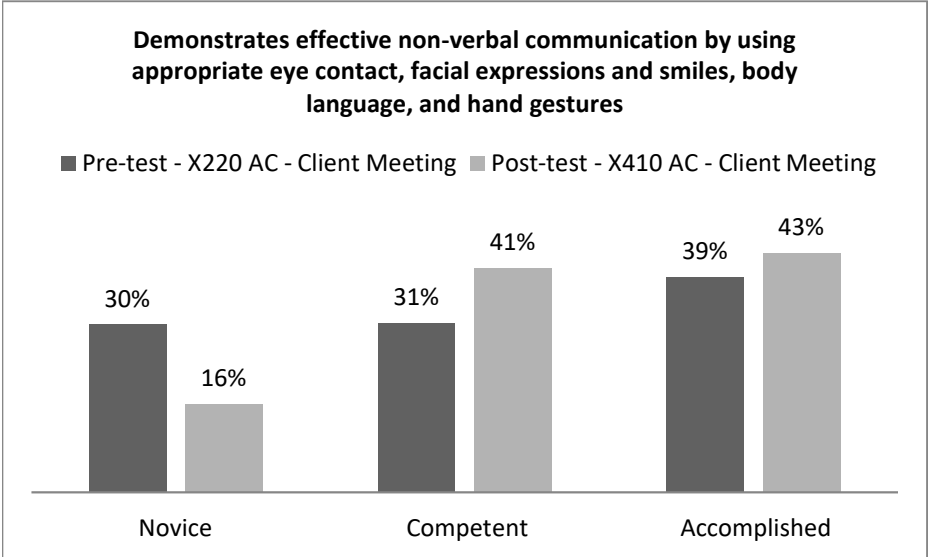
X220 N = 905

X410 N = 242



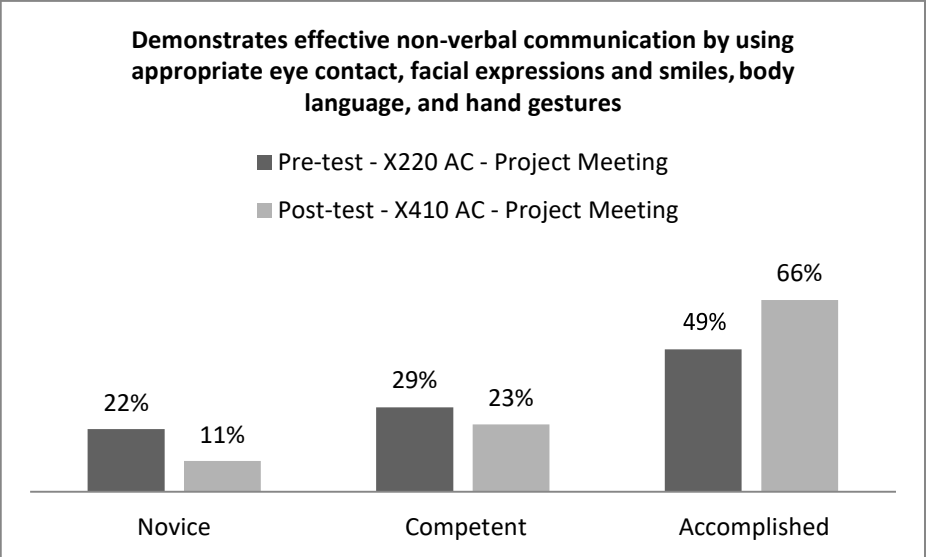
X220 N = 909

X410 N = 293



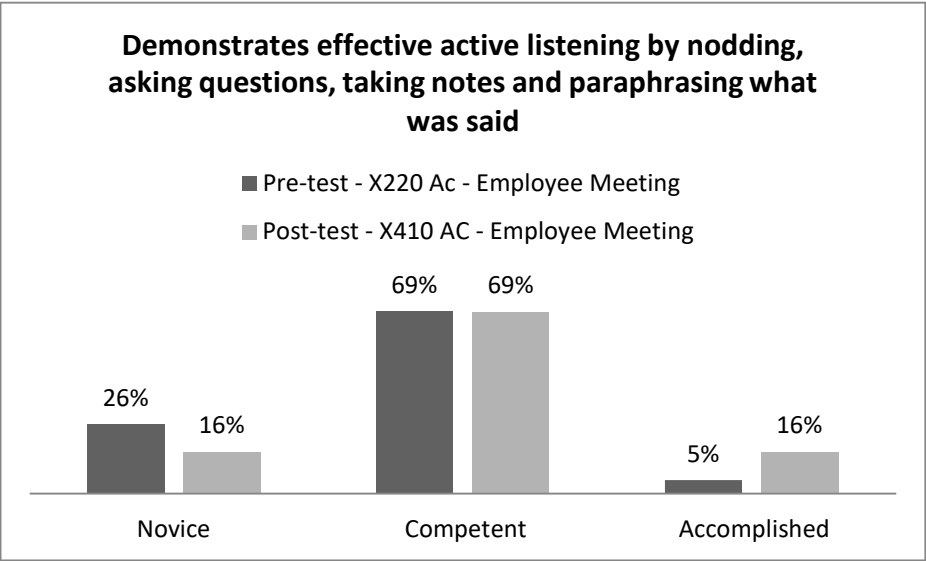
X220 N = 901

X410 N = 293



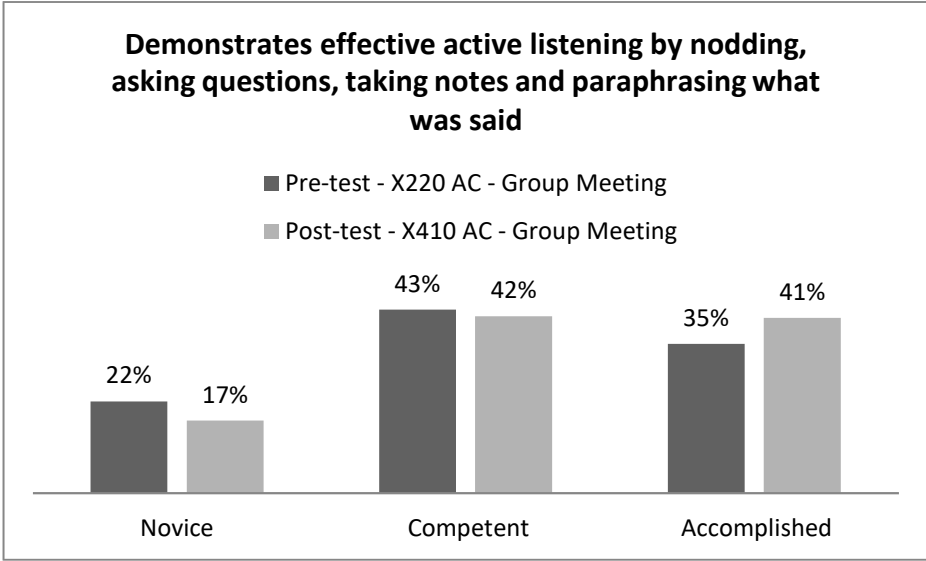
X220 N = 890

X410 N = 293



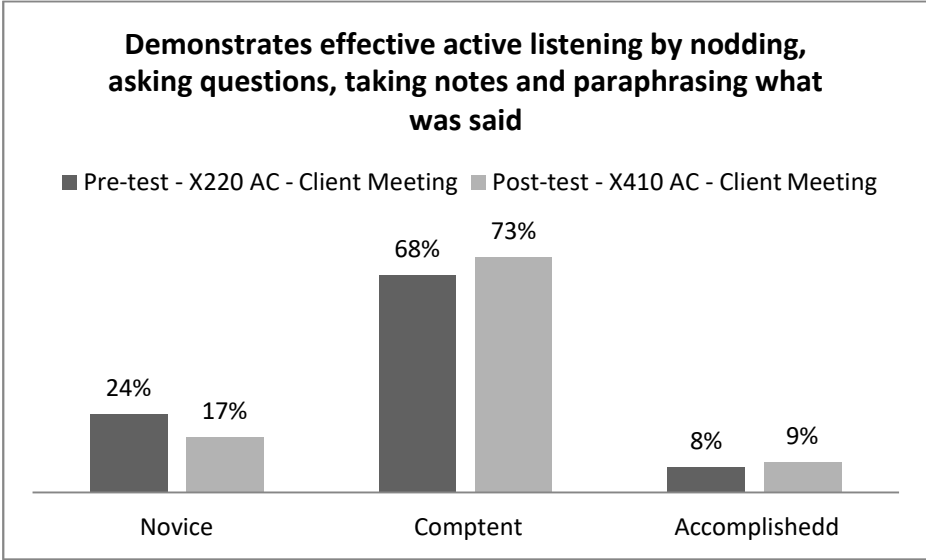
X220 N = 905

X410 N = 242



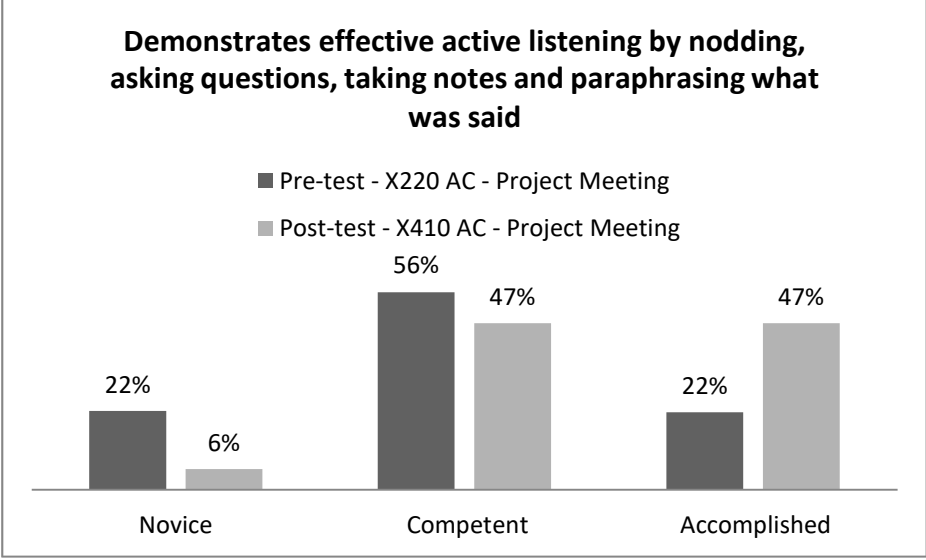
X220 N = 909

X410 N = 293



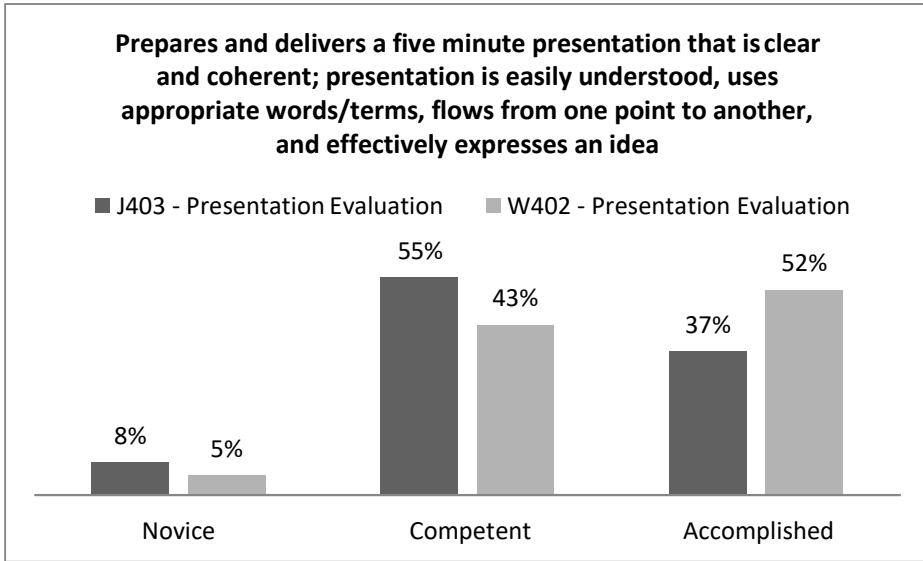
X220 N = 848

X410 N = 337



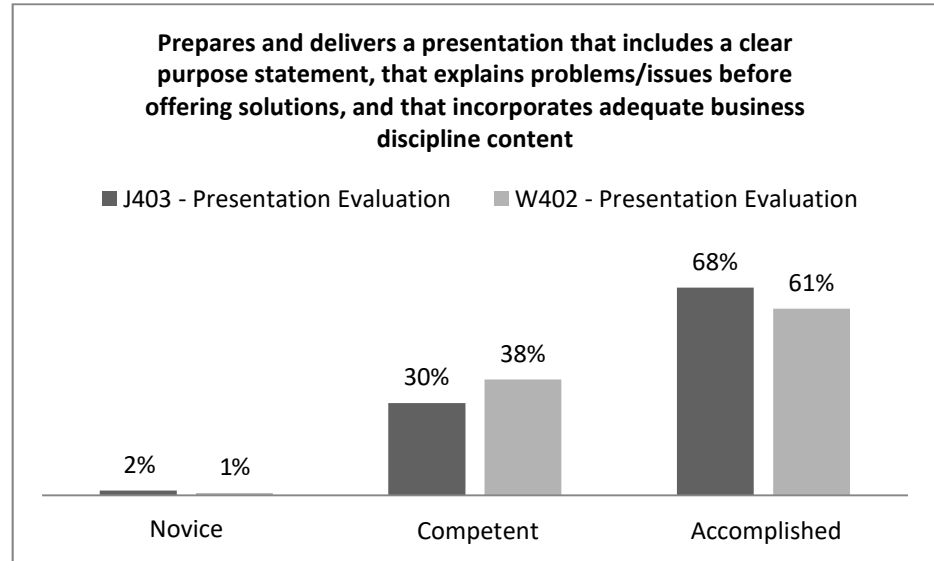
X220 N = 891

X410 N = 293



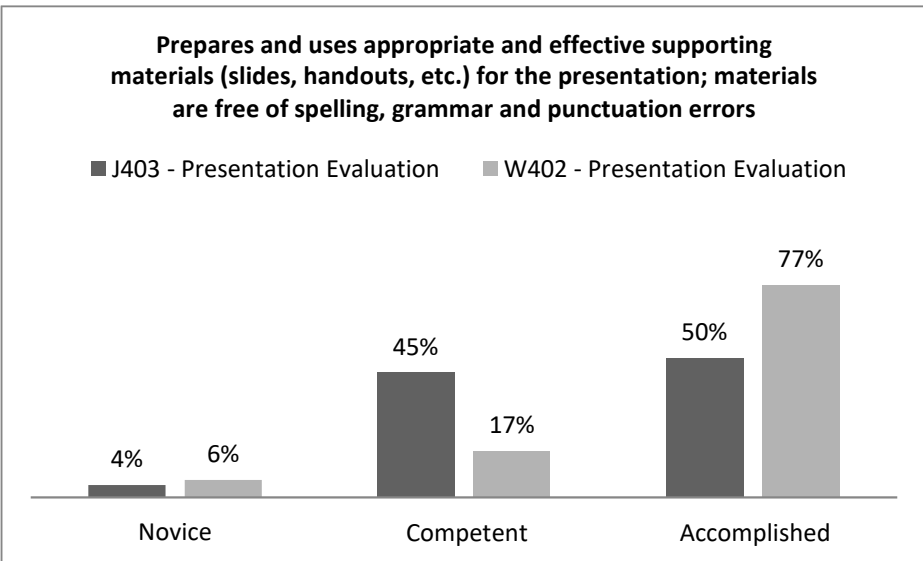
J403 N = 301

W402 N = 139



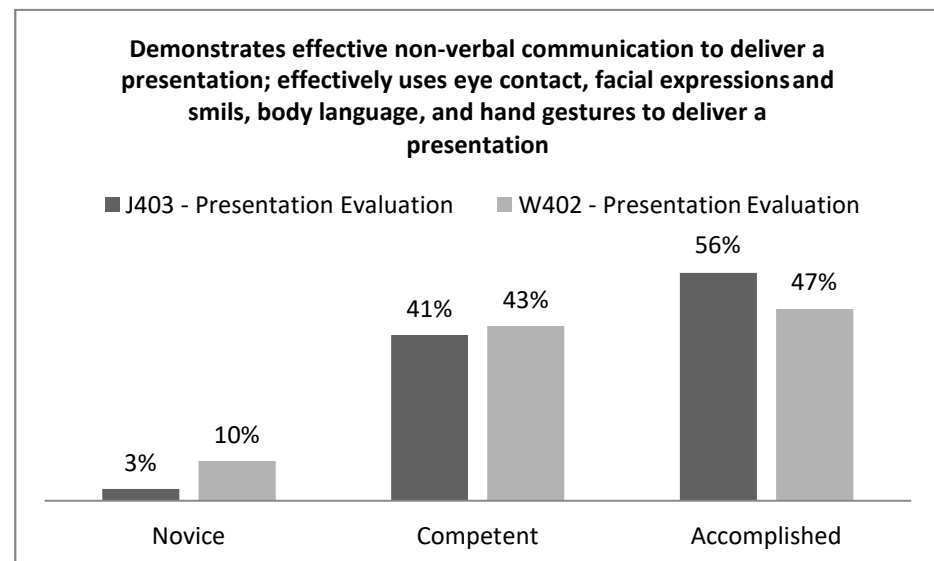
J403 N = 129

W402 N = 142



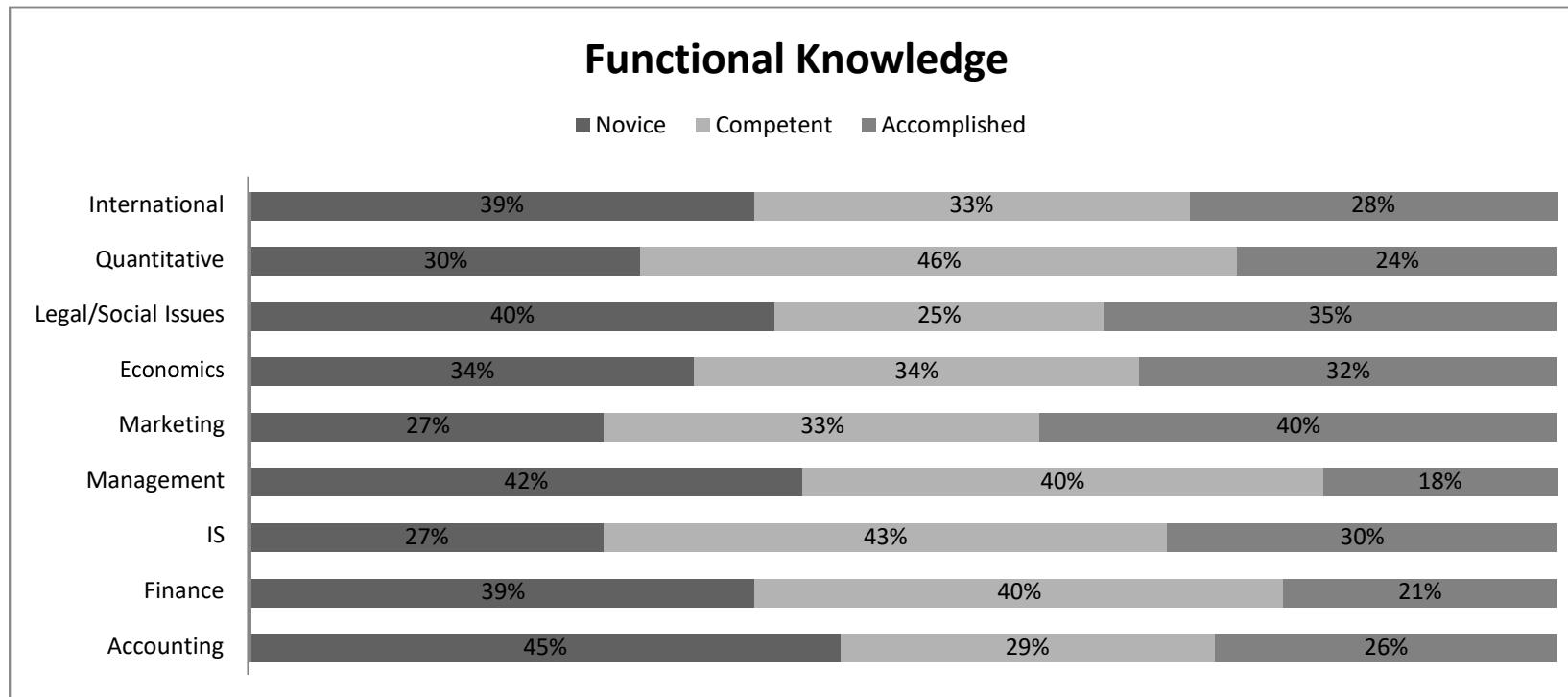
J403 N = 137

W402 N = 143



J403 N = 137

W402 N = 144



N = 248

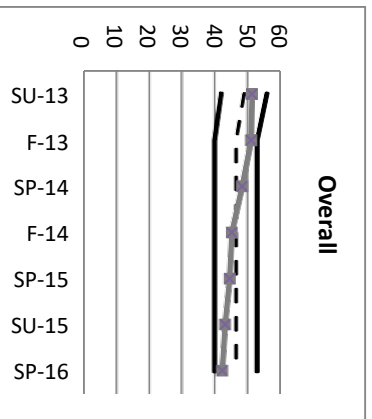
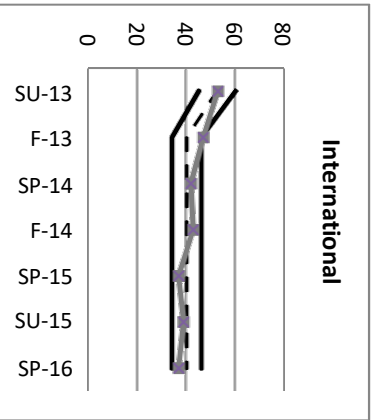
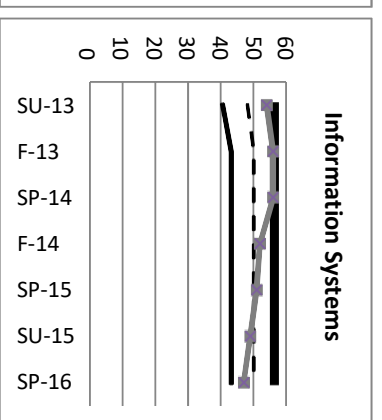
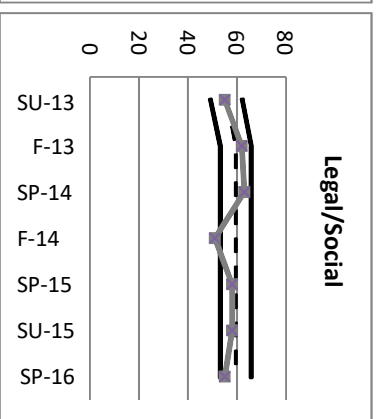
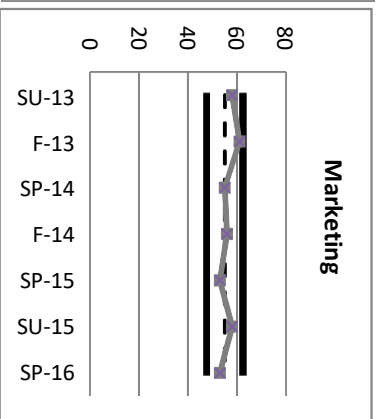
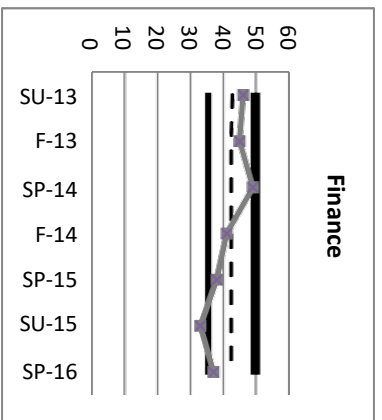
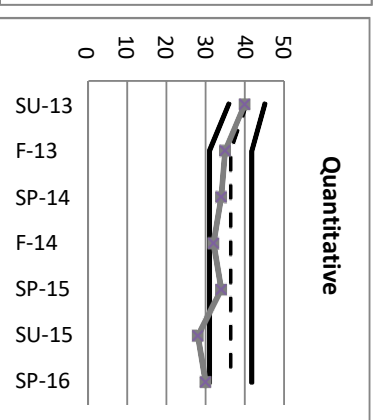
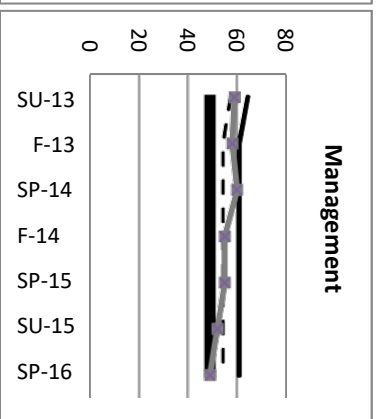
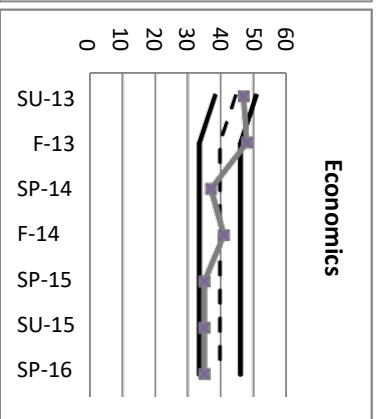
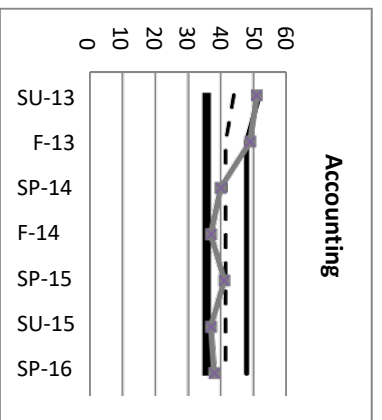
Data from Spring 2012 to present

Novice = > 1 standard deviation below national mean on ETS

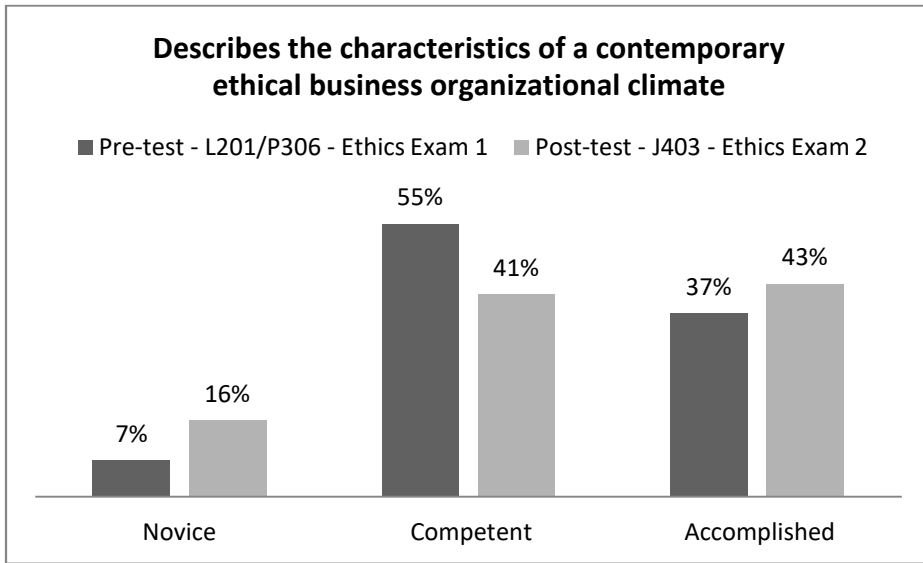
Competent = within 1 standard deviation above or below national mean on ETS

Accomplished = > 1 standard deviation above national mean on ETS

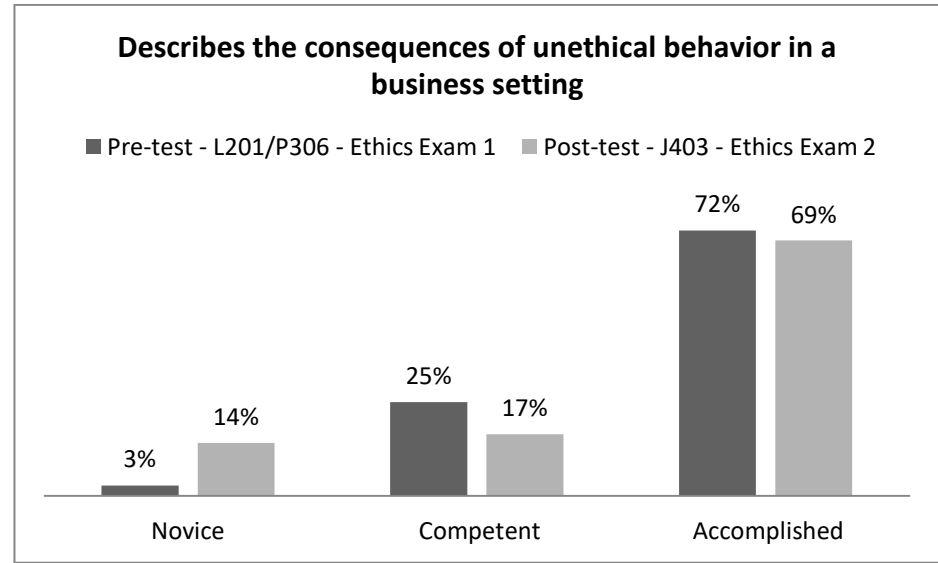
KNOWLEDGE



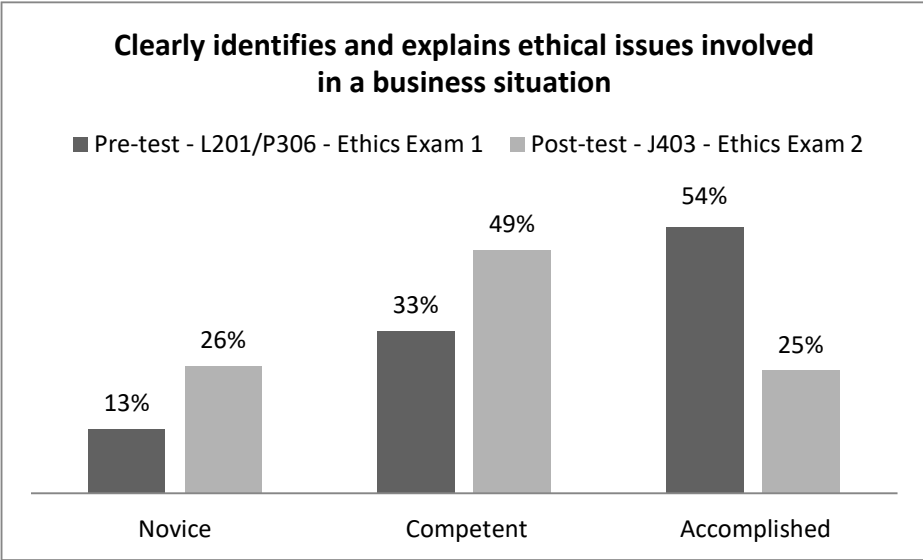
Dashed line = national mean
 Solid lines = standard deviation above and below the national mean



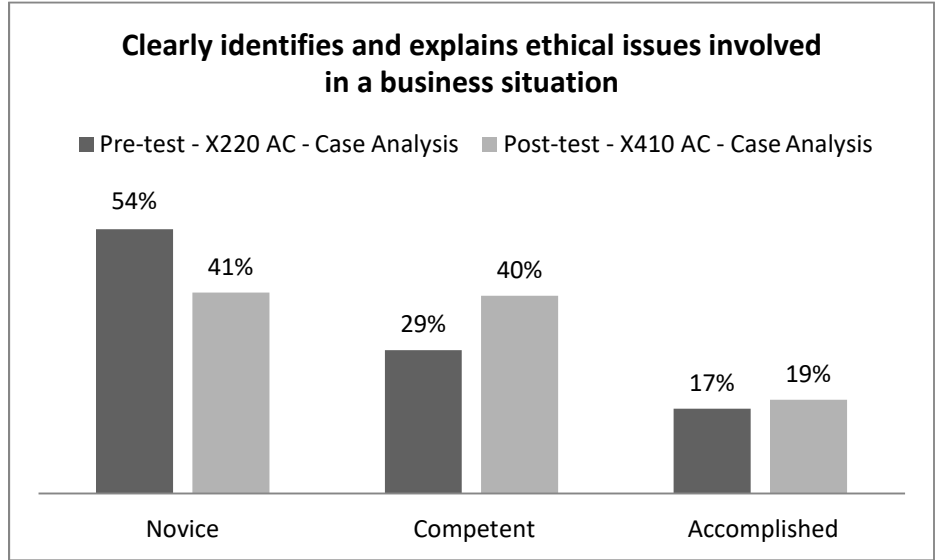
L201/P306 N = 408 J403 N = 340



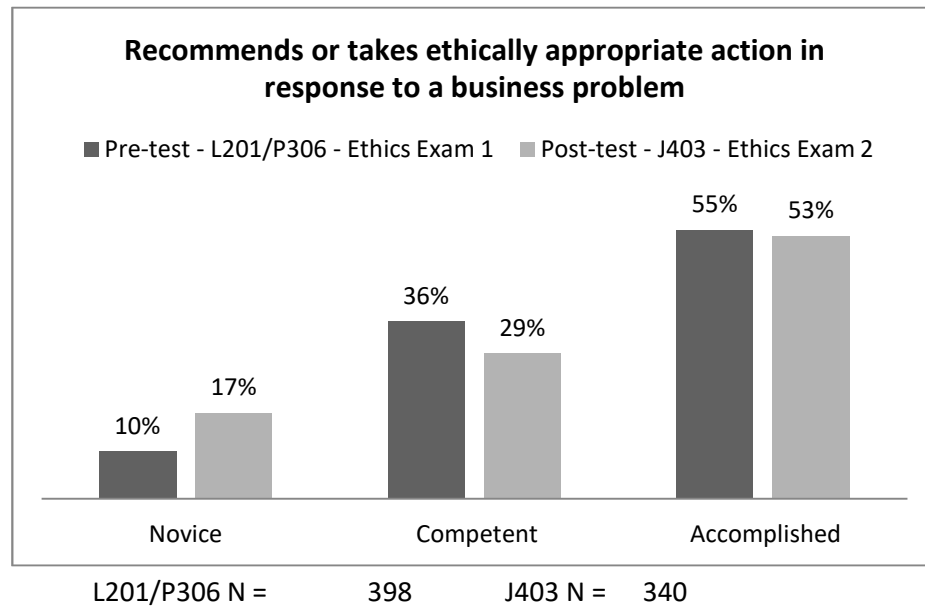
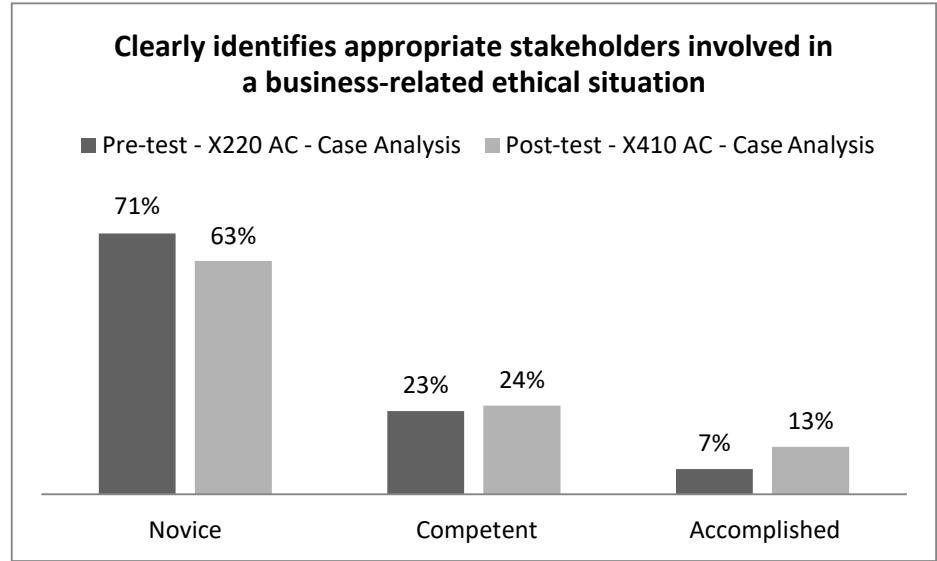
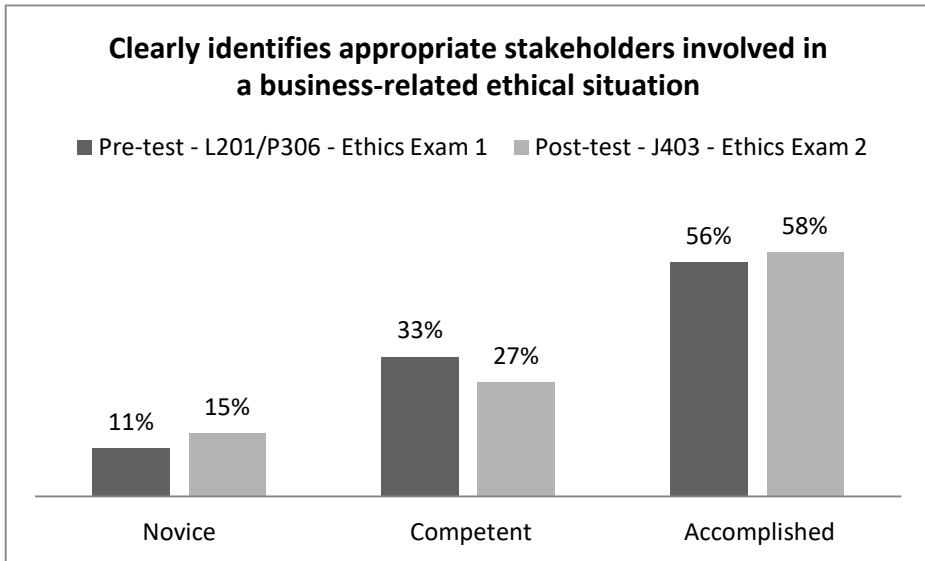
L201/P306 N = 398 J403 N = 350

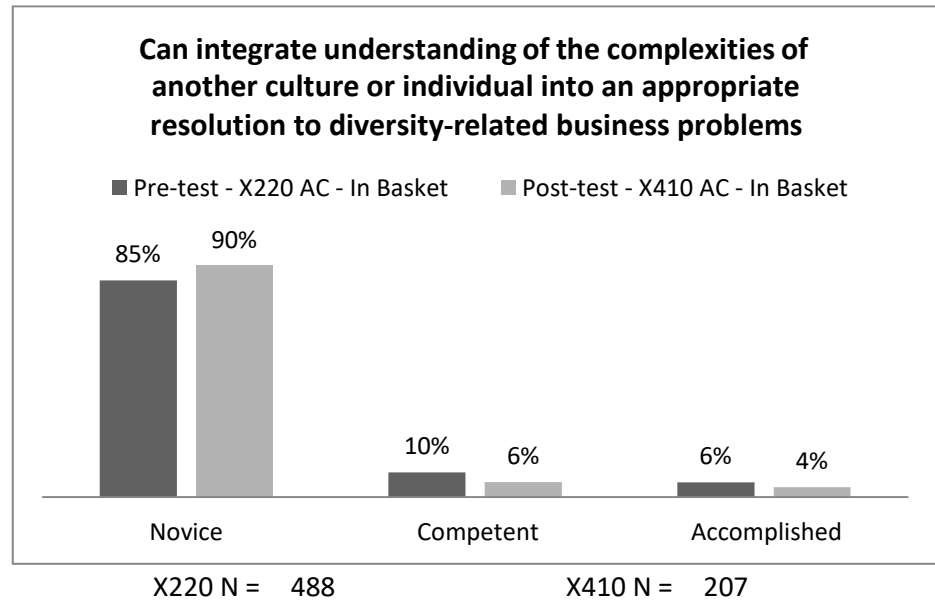
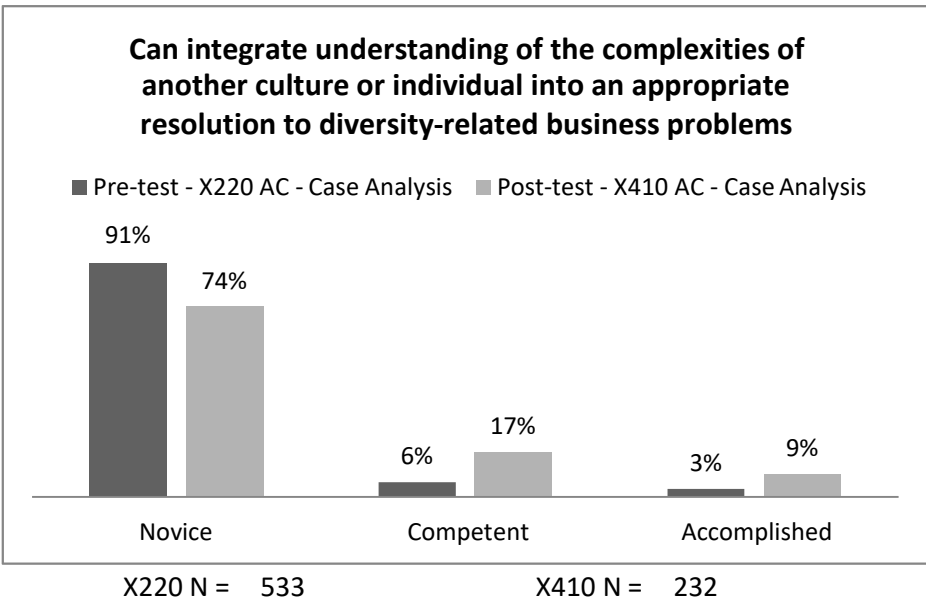
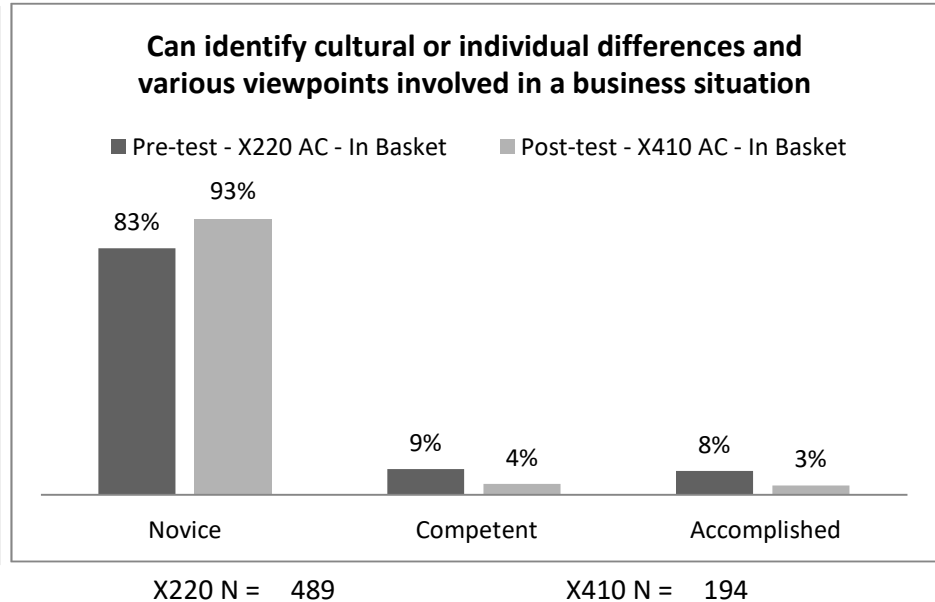
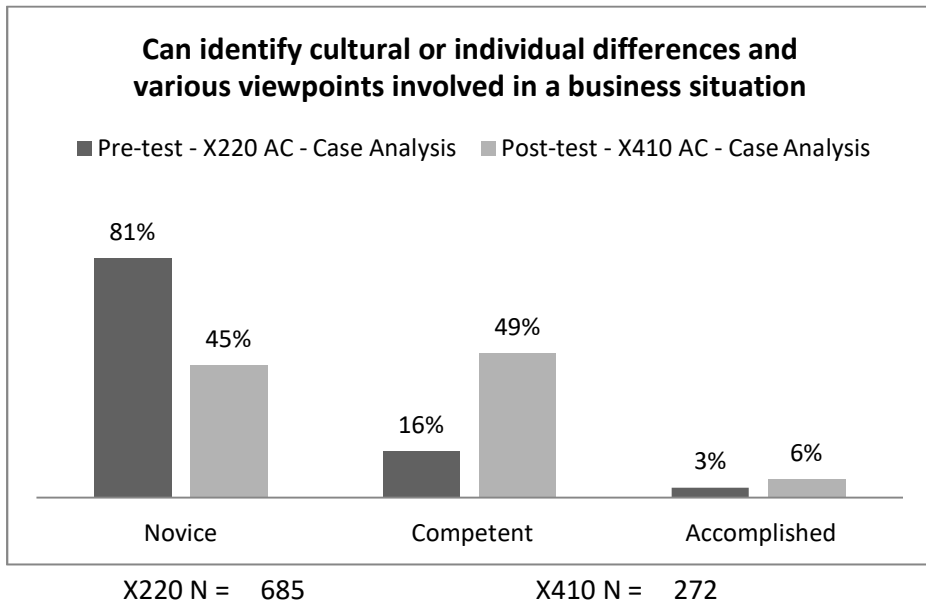


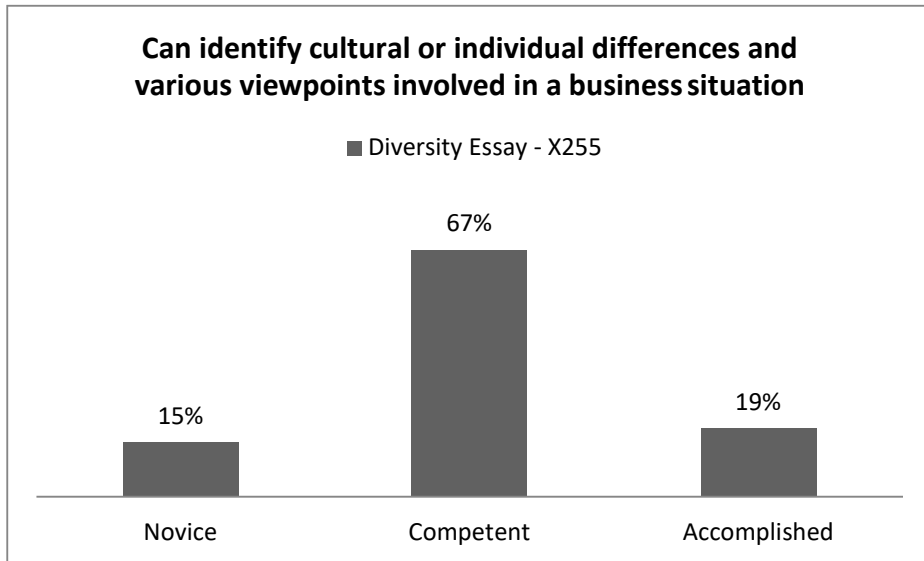
L201/P306 N = 416 J403 N = 350



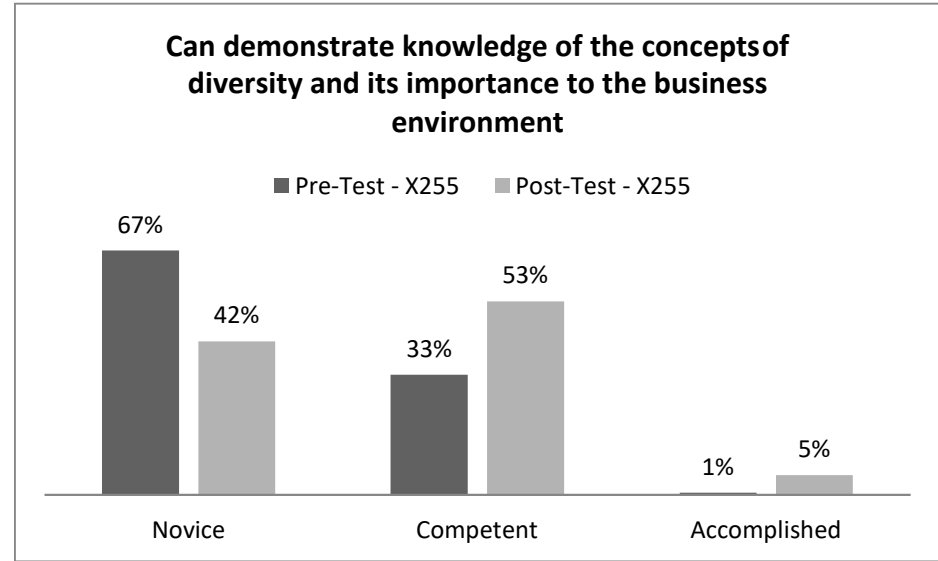
X220 N = 890 X410 N = 289





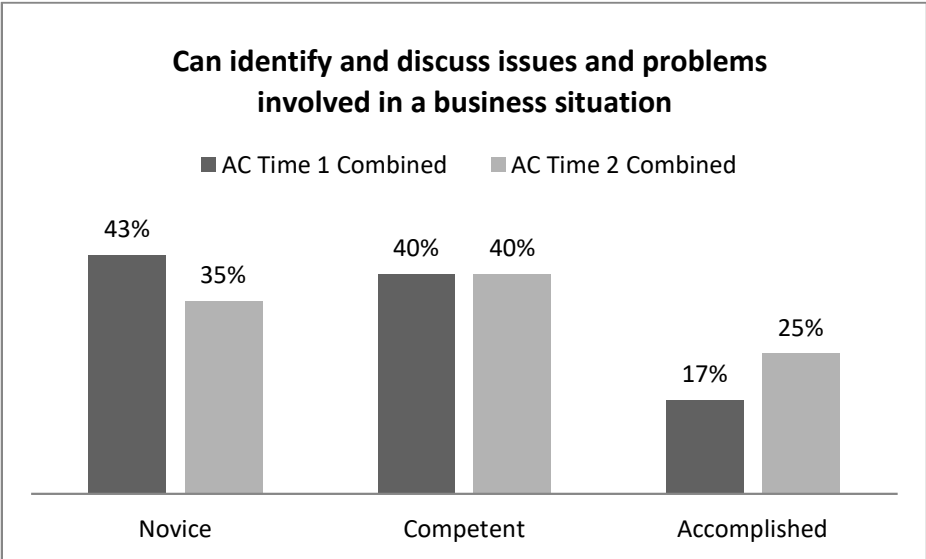


X255 N = 502



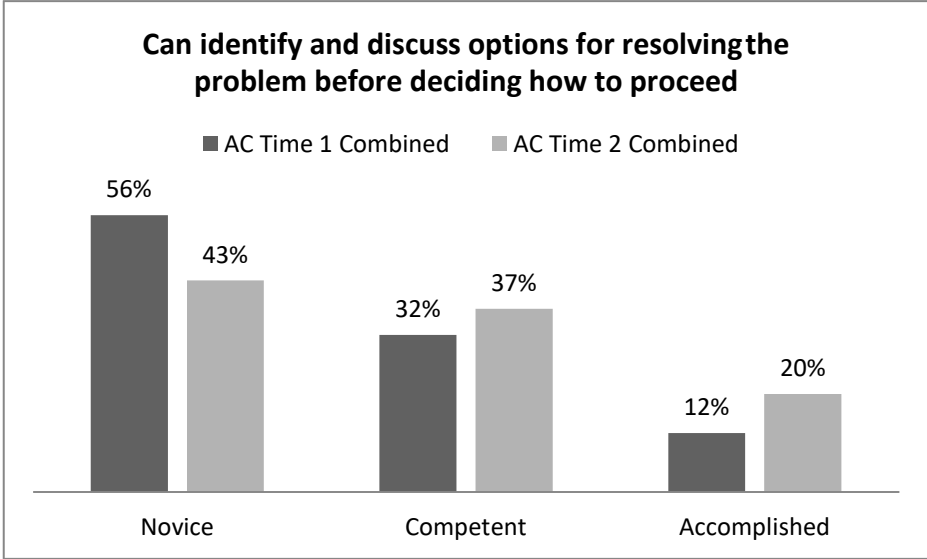
X220 N = 537

X410 N = 597



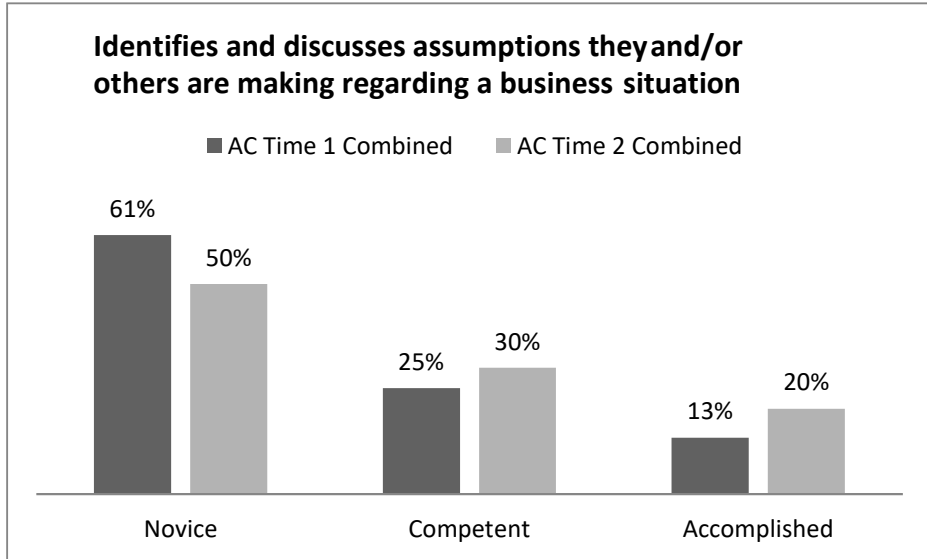
Time 1 N: 5021

Time 2 N: 1867



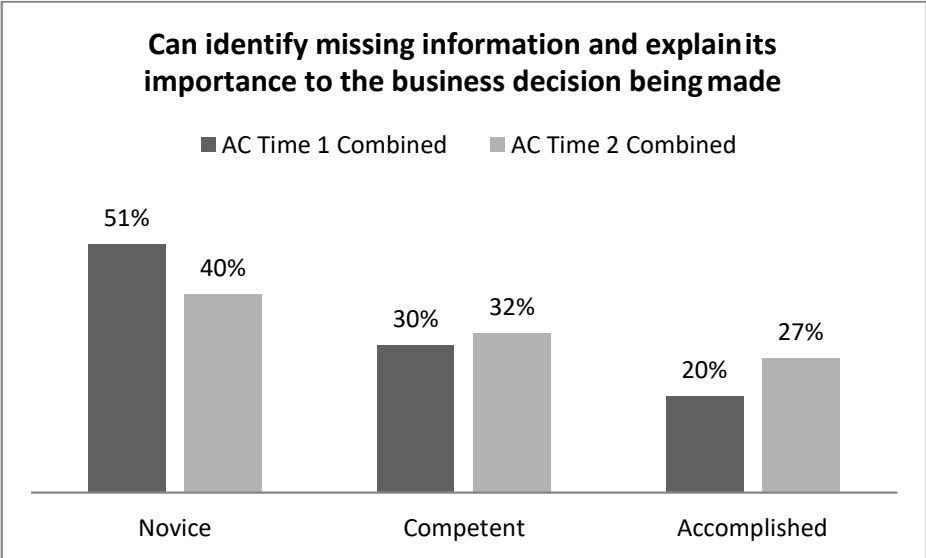
Time 1 N: 5021

Time 2 N: 1865



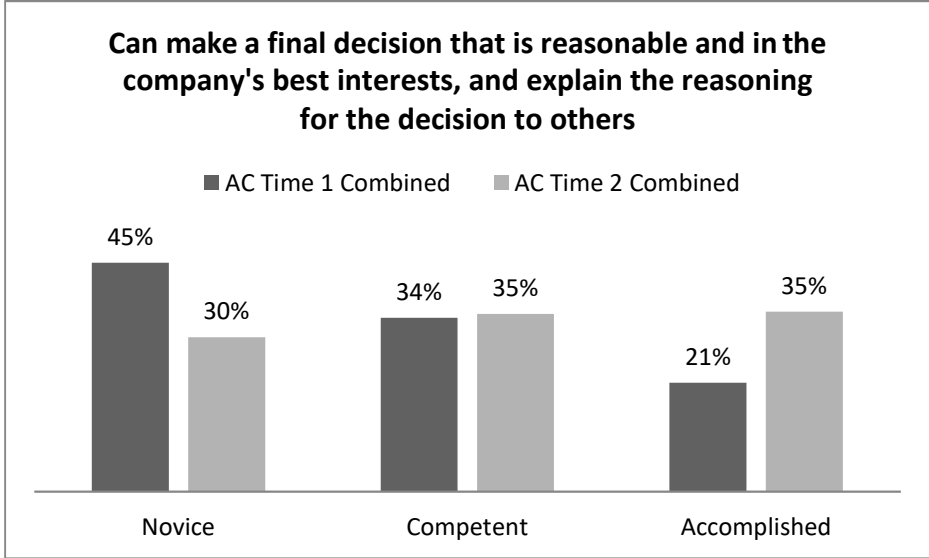
Time 1 N: 4258

Time 2 N: 1670



Time 1 N: 5021

Time 2 N: 1830



Time 1 N: 4258

Time 2 N: 1675

