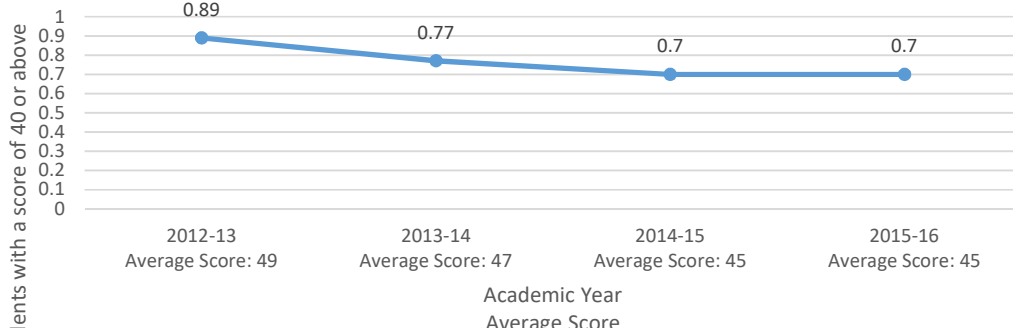


Standard #4 Measurement and Analysis of Student Learning and Performance

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

Performance Indicator	Definition
1. Student Learning Results	<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:</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>

Business Administration Program - Core Courses - 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														
PG #1: Be able to apply fundamental knowledge. 50% of students score a 40 or above on national, standardized test.	Peregrine Exam Summative, External, Comparative	2015-16, 70% achieved goal. 2014-15, 70% achieved goal. 2013-14, 77% achieved goal. 2012-13, 89% achieved goal.	Percentage of students scoring 40 or above has fallen since 2013. Since 2014 the exam became required for students to graduate which increased the disparity among students.	Will continue to monitor and assess progress to determine next action steps.	<div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 5px;"> <p style="text-align: center;">BS Business Administration: Jobs School of Business Peregrine Exam: Average Final Score by Year Academic Years 2012-13 through 2015-16</p>  <table border="1" style="margin-top: 5px; font-size: small;"> <caption>Peregrine Exam: Average Final Score by Year</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>49</td> </tr> <tr> <td>2013-14</td> <td>47</td> </tr> <tr> <td>2014-15</td> <td>45</td> </tr> <tr> <td>2015-16</td> <td>45</td> </tr> </tbody> </table> </div>	Academic Year	Average Score	2012-13	49	2013-14	47	2014-15	45	2015-16	45
Academic Year	Average Score														
2012-13	49														
2013-14	47														
2014-15	45														
2015-16	45														

<p>PG #2: Be innovative thinkers. 80% of students achieve a score of 3 or above on a 4-point scale.</p>	<p>Company Presentation, Direct, Formative, Comparative</p>	<p>Fall 2016, 87% achieved goal. Spring 2016, 81% achieved goal. Fall 2015, 74% achieved goal.</p>	<p>Utilizing same syllabus per section for the last few years shows congruence in expectations and goals improves student performance.</p>	<p>Will continue to adjust critical assignment and syllabi as needed should results move in the opposite direction.</p>	<p>Program Goal 2: Be innovative thinkers.</p> <table border="1"> <caption>Program Goal 2: Be innovative thinkers.</caption> <thead> <tr> <th>Semester</th> <th>Score 4</th> <th>Score 3</th> <th>Score 2</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td>FA'15</td> <td>18%</td> <td>56%</td> <td>25%</td> <td>1%</td> </tr> <tr> <td>SP'16</td> <td>13%</td> <td>68%</td> <td>12%</td> <td>7%</td> </tr> <tr> <td>FA'16</td> <td>45%</td> <td>42%</td> <td>13%</td> <td>0%</td> </tr> </tbody> </table>	Semester	Score 4	Score 3	Score 2	Score 1	FA'15	18%	56%	25%	1%	SP'16	13%	68%	12%	7%	FA'16	45%	42%	13%	0%
Semester	Score 4	Score 3	Score 2	Score 1																					
FA'15	18%	56%	25%	1%																					
SP'16	13%	68%	12%	7%																					
FA'16	45%	42%	13%	0%																					
<p>PG #3: Able to communicate effectively. 80% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Written report with presentation, Direct, Summative, Comparative</p>	<p>Fall 2016, 52% achieved goal. Spring 2016, 59% achieved goal. Fall 2015, 100% achieved goal.</p>	<p>Students not demonstrating at level hoped. 2016 results suggest 2015 measurement were at "practice" level.</p>	<p>Jabs School of Business administration has agreed to revise the undergraduate core curriculum to require a communication course.</p>	<p>Program Goal 3: Able to communicate effectively.</p> <table border="1"> <caption>Program Goal 3: Able to communicate effectively.</caption> <thead> <tr> <th>Semester</th> <th>Score 4</th> <th>Score 3</th> <th>Score 2</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td>FA'15</td> <td>33%</td> <td>67%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>SP'16</td> <td>37%</td> <td>22%</td> <td>29%</td> <td>12%</td> </tr> <tr> <td>FA'16</td> <td>32%</td> <td>20%</td> <td>29%</td> <td>18%</td> </tr> </tbody> </table>	Semester	Score 4	Score 3	Score 2	Score 1	FA'15	33%	67%	0%	0%	SP'16	37%	22%	29%	12%	FA'16	32%	20%	29%	18%
Semester	Score 4	Score 3	Score 2	Score 1																					
FA'15	33%	67%	0%	0%																					
SP'16	37%	22%	29%	12%																					
FA'16	32%	20%	29%	18%																					
<p>PG #4: Use appropriate tools and techniques to solve problems. 80% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Module in Research Project, Direct, Formative, Comparative</p>	<p>Fall 2016, 95% achieved goal. Spring 2016, 100% achieved goal. Fall 2015, 49% achieved goal.</p>	<p>In Spring 2016 shifted the focus of course from advanced math to applied math to match the applied nature of our program.</p>	<p>Comparison with quantitative section of the Peregrine exam to be conducted in more depth.</p>	<p>Program Goal 4: Use appropriate tools and techniques to solve problems</p> <table border="1"> <caption>Program Goal 4: Use appropriate tools and techniques to solve problems</caption> <thead> <tr> <th>Semester</th> <th>Score 4</th> <th>Score 3</th> <th>Score 2</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td>FA'15</td> <td>0%</td> <td>49%</td> <td>49%</td> <td>2%</td> </tr> <tr> <td>SP'16</td> <td>25%</td> <td>75%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>FA'16</td> <td>15%</td> <td>80%</td> <td>5%</td> <td>0%</td> </tr> </tbody> </table>	Semester	Score 4	Score 3	Score 2	Score 1	FA'15	0%	49%	49%	2%	SP'16	25%	75%	0%	0%	FA'16	15%	80%	5%	0%
Semester	Score 4	Score 3	Score 2	Score 1																					
FA'15	0%	49%	49%	2%																					
SP'16	25%	75%	0%	0%																					
FA'16	15%	80%	5%	0%																					

<p>PG #5: Be ethical. 80% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Faith Paper, Direct, Formative, Comparative</p>	<p>Fall 2016, 94% achieved goal. Spring 2016, 100% achieved goal. Fall 2015, 49% achieved goal.</p>	<p>Intentional faith integration in every class appears to be impacting students.</p>	<p>Plan to continue to monitor and make adjustments if percentages decline.</p>	<p>Program Goal 5: Be ethical.</p> <table border="1"> <caption>Program Goal 5: Be ethical</caption> <thead> <tr> <th>Term</th> <th>Score 4</th> <th>Score 3</th> <th>Score 2</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td>FA'15</td> <td>80%</td> <td>20%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>SP'16</td> <td>100%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>FA'16</td> <td>18%</td> <td>76%</td> <td>6%</td> <td>0%</td> </tr> </tbody> </table>	Term	Score 4	Score 3	Score 2	Score 1	FA'15	80%	20%	0%	0%	SP'16	100%	0%	0%	0%	FA'16	18%	76%	6%	0%
Term	Score 4	Score 3	Score 2	Score 1																					
FA'15	80%	20%	0%	0%																					
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FA'16	18%	76%	6%	0%																					
<p>PG #6: Be able to operate within a diverse set of environments. 80% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Term Paper, Direct, Formative, Comparative</p>	<p>Fall 2016, measurements lost by course management system. Unable to replicate in time for this report. Spring 2016, 80% achieved goal. Fall 2015, 100% achieved goal.</p>	<p>Marc to provide by end of 2-9-17</p>		<p>Program Goal 6: Be able to operate within a diverse set of environments.</p> <table border="1"> <caption>Program Goal 6: Be able to operate within a diverse set of environments</caption> <thead> <tr> <th>Term</th> <th>Score 4</th> <th>Score 3</th> <th>Score 2</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td>FA'15</td> <td>0%</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>SP'16</td> <td>56%</td> <td>24%</td> <td>19%</td> <td>0%</td> </tr> </tbody> </table>	Term	Score 4	Score 3	Score 2	Score 1	FA'15	0%	100%	0%	0%	SP'16	56%	24%	19%	0%					
Term	Score 4	Score 3	Score 2	Score 1																					
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<p>Business Admin. Program - Concentration Courses - Analysis of Results</p>																									
<p>Performance Measure</p>	<p>What is your measurement instrument or process?</p>	<p>Current Results</p>	<p>Analysis of Results</p>	<p>Action Taken or Improvement made</p>	<p>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</p>																				
<p>Measurable goal</p>	<p>Do not use grades.</p>	<p>What are your current results?</p>	<p>What did you learn from the results?</p>	<p>What did you improve or what is your next step?</p>																					
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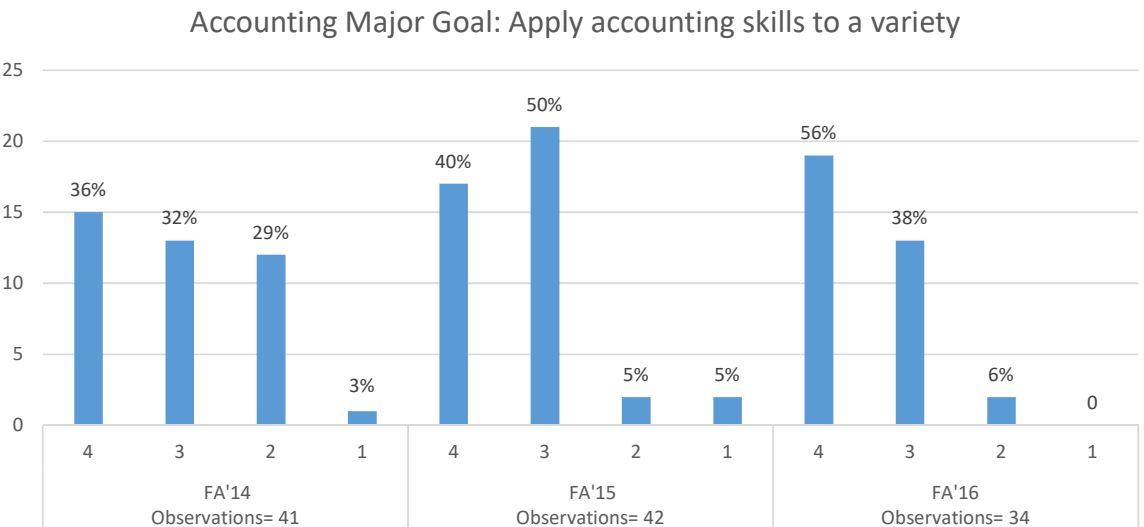
<p>Entrepreneurship: Apply entrepreneurship principles to analyze and evaluate business opportunities. 75% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Feasibility Study and Self-Assessment Paper, Direct, Formative, Summative</p>	<p>Spring 2016, 97% achieved goal. Only time course has been offered was Spring 2016.</p>	<p>Students are demonstrating at the level hoped for in this new program.</p>	<p>No change required or recommended in this new curriculum at this stage.</p>	<p>Entrepreneurship Concentration Goal: Apply Entrepreneurship principles to analyze & evaluate business opportunities.</p> <table border="1"> <thead> <tr> <th>Score</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>76%</td> </tr> <tr> <td>3</td> <td>21%</td> </tr> <tr> <td>2</td> <td>3%</td> </tr> <tr> <td>1</td> <td>0%</td> </tr> </tbody> </table> <p>SP'16 Observations= 29</p>	Score	Percentage	4	76%	3	21%	2	3%	1	0%																				
Score	Percentage																																		
4	76%																																		
3	21%																																		
2	3%																																		
1	0%																																		
<p>Finance: Adapt financial principles/tools to solve variety of personal and organizational problems. 75% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Company Analysis Paper, Direct, Formative, Summative</p>	<p>Fall 2015, 75% achieved goal. First semester course was taught.</p>	<p>Encouraged that students achieved the program goal.</p>	<p>Repeat assessment Spring 2017 when course offered again.</p>	<p>Finance Concentration Goal: Adapt financial principles/tools to solve variety of personal and organizational problems.</p> <table border="1"> <thead> <tr> <th>Score</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>50%</td> </tr> <tr> <td>3</td> <td>25%</td> </tr> <tr> <td>2</td> <td>25%</td> </tr> <tr> <td>1</td> <td>0%</td> </tr> </tbody> </table> <p>FA'15 Observations= 4</p>	Score	Percentage	4	50%	3	25%	2	25%	1	0%																				
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4	50%																																		
3	25%																																		
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1	0%																																		
<p>Int'l Business: Apply international business concepts to evaluate variety of business problems. 75% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Term Paper, Direct, Formative, Summative</p>	<p>Spring 2016, 80% achieved goal. Spring 2015, 78% achieved goal. Spring 2014, 92% achieved goal.</p>	<p>Students taking the course are steadily declining in the skill sets that have been traditionally taught in earlier course work. Particularly in writing and critical thinking skill areas.</p>	<p>Offer more critical thinking opportunities in class. Continue to offer substantive feedback on papers.</p>	<p>International Business Concentration Goal: Apply International business concepts to evaluate variety of business problems.</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Score</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="4">SP '14</td> <td>4</td> <td>78%</td> </tr> <tr> <td>3</td> <td>14%</td> </tr> <tr> <td>2</td> <td>8%</td> </tr> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td rowspan="4">SP'15</td> <td>4</td> <td>56%</td> </tr> <tr> <td>3</td> <td>22%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td rowspan="4">SP'16</td> <td>4</td> <td>67%</td> </tr> <tr> <td>3</td> <td>13%</td> </tr> <tr> <td>2</td> <td>13%</td> </tr> <tr> <td>1</td> <td>7%</td> </tr> </tbody> </table> <p>SP '14 Observations= 14 SP'15 Observations= 9 SP'16 Observations= 15</p>	Semester	Score	Percentage	SP '14	4	78%	3	14%	2	8%	1	0%	SP'15	4	56%	3	22%	2	0%	1	0%	SP'16	4	67%	3	13%	2	13%	1	7%
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Management: Apply management principles to solve a variety of business problems. 80% of students achieve a score of 3 or above on 4-point scale.	Case Study, Direct, Formative, Summative	Spring 2016, 87% achieved goal. Spring 2015, 87% achieved goal. Spring 2014, 74% achieved goal.	Utilizing same syllabus per section for the last few years shows congruence in expectations and goals improves student performance.	Will continue to adjust critical assignment and syllabi as needed should results move in the opposite direction.	<p style="text-align: center;">Management Concentration Goal: Apply management principles to solve a variety of organizational issues.</p> <table border="1"> <caption>Management Concentration Goal Data</caption> <thead> <tr> <th>Term</th> <th>Score 4</th> <th>Score 3</th> <th>Score 2</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td>FA'15</td> <td>18%</td> <td>56%</td> <td>25%</td> <td>1%</td> </tr> <tr> <td>SP '16</td> <td>67%</td> <td>20%</td> <td>10%</td> <td>3%</td> </tr> <tr> <td>FA'16</td> <td>45%</td> <td>42%</td> <td>13%</td> <td>0%</td> </tr> </tbody> </table>	Term	Score 4	Score 3	Score 2	Score 1	FA'15	18%	56%	25%	1%	SP '16	67%	20%	10%	3%	FA'16	45%	42%	13%	0%
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Social Entrepreneurship: Apply social entrepreneurship principles to evaluate a variety of business organizations and opportunities. 80% of students achieve a score of 3 or above on 4-point scale.	Feasibility Study and Report (SLO 7.3), S.E report1 (SLO7.1),S.E report2 (SLO7.2) Direct, Formative, Summative	Spring 2016, 87% achieved goal. Fall 2014, 57% achieved goal. Fall 2012 72% achieved goal.	Students are demonstrating at the level hoped for in this program.	We need to focus on increasing the students ability regarding SLO7.2. That is discussing key practives and articulating differentiating factors between social enterprises without being prompted to do so.	<p style="text-align: center;">Social Entrepreneurship Concentration Goal: Apply social entrepreneurship principles to evaluate variety of business organizations and opportunities.</p> <table border="1"> <caption>Social Entrepreneurship Concentration Goal Data</caption> <thead> <tr> <th>Term</th> <th>Score 4</th> <th>Score 3</th> <th>Score 2</th> <th>Score 1</th> </tr> </thead> <tbody> <tr> <td>FA'12</td> <td>0%</td> <td>72%</td> <td>22%</td> <td>5%</td> </tr> <tr> <td>FA'14</td> <td>31%</td> <td>31%</td> <td>31%</td> <td>7%</td> </tr> <tr> <td>SP'16</td> <td>45%</td> <td>43%</td> <td>13%</td> <td>0%</td> </tr> </tbody> </table>	Term	Score 4	Score 3	Score 2	Score 1	FA'12	0%	72%	22%	5%	FA'14	31%	31%	31%	7%	SP'16	45%	43%	13%	0%
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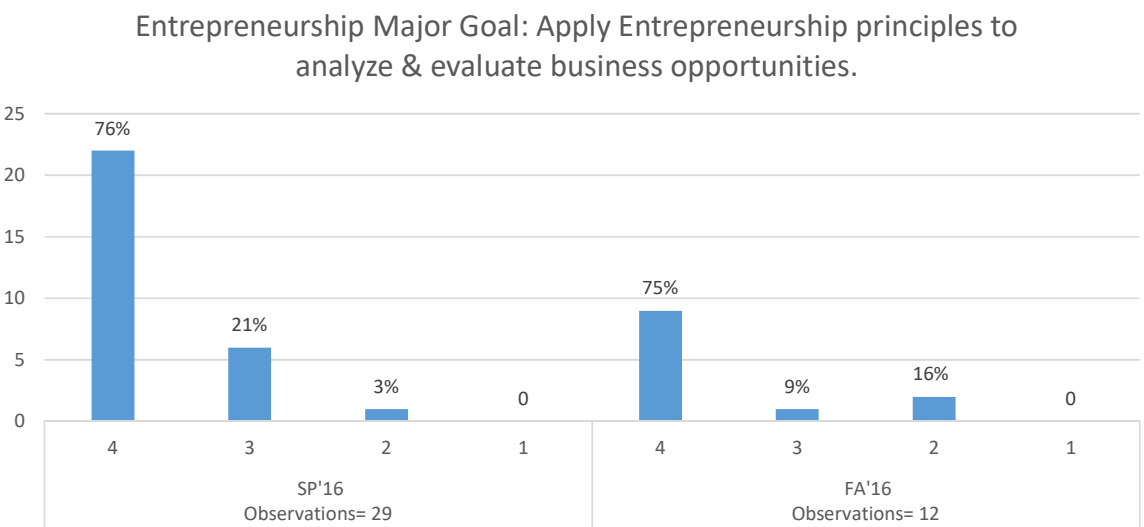
Accounting Major - Analysis of Results

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				

<p>Apply accounting skills to variety of financial issues. 80% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Comprehensive Problem, Direct, Formative, Summative</p>	<p>Fall 2016, 94% achieved goal. Fall 2015, 90% achieved goal. Fall 2014, 68% achieved goal.</p>	<p>The application phase of the comprehensive work was hindered in prior years by poor timing of due dates.</p>	<p>In subsequent years professor made sure to cover the requirements in the chapter materials fully prior to the assignment of the problem - this helped greatly as seen in results.</p>	<p style="text-align: center;">Accounting Major Goal: Apply accounting skills to a variety</p> 
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Entrepreneurship Major - Analysis of Results

<p>Performance Measure</p>	<p>What is your measurement instrument or process?</p>	<p>Current Results</p>	<p>Analysis of Results</p>	<p>Action Taken or Improvement made</p>	<p style="text-align: center;">Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</p>
<p>Measurable goal</p>	<p>Do not use grades.</p>	<p>What are your current results?</p>	<p>What did you learn from the results?</p>	<p>What did you improve or what is your next step?</p>	
<p>What is your goal?</p>	<p>(Indicate type of instrument) direct, formative, internal, comparative</p>				

<p>Apply entrepreneurship principles to analyze and evaluate business opportunities. 80% of students achieve a score of 3 or above on 4-point scale.</p>	<p>Feasibility Study and Self-Assessment Report, Direct, Formative, Summative</p>	<p>Spring 2016, 84% achieved goal. Fall 2016, 84% achieved goal. Major was only approved and courses first offered in Fall 2016.</p>	<p>Students are demonstrating at the level hoped for in this new program.</p>	<p>No change required or recommended in this new curriculum at this stage.</p>	<p style="text-align: center;">Entrepreneurship Major Goal: Apply Entrepreneurship principles to analyze & evaluate business opportunities.</p> 
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Marketing Major - Analysis of Results

<p>Performance Measure</p>	<p>What is your measurement instrument or process?</p>	<p>Current Results</p>	<p>Analysis of Results</p>	<p>Action Taken or Improvement made</p>	<p style="text-align: center;">Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</p>
<p>Measurable goal</p>	<p>Do not use grades.</p>	<p>What are your current results?</p>	<p>What did you learn from the results?</p>	<p>What did you improve or what is your next step?</p>	

What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																							
Apply marketing principles and skills to create and develop concepts of products/services to satisfy customer needs. 80% of students achieve a score of 3 or above on 4-point scale.	Case Analysis, Direct, Formative, Summative	Spring 2016, 57% achieved goal. Fall 2016, 88% achieved goal. Fall 2015, course not offered.	The Spring 2016 cohort was small and therefore may not be reflective of a larger group. Additionally, this particular cohort appeared to struggle with case analysis.	Continue to monitor with larger sample size. Adjust course descriptions to more clearly communicate elements that will be assessed. For Spring 2016 - spent more time reviewing case analysis process to ensure that confusion over the process did not negatively impact achievement of results.	<p>Marketing Major Goal: Apply marketing principles and skills to create and develop concepts of products/services to satisfy customer needs.</p> <table border="1"> <caption>Marketing Major Goal Data</caption> <thead> <tr> <th>Score</th> <th>SP'16 (%)</th> <th>SP'16 (n)</th> <th>FA'16 (%)</th> <th>FA'16 (n)</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0%</td> <td>0</td> <td>44%</td> <td>4</td> </tr> <tr> <td>3</td> <td>57%</td> <td>4</td> <td>44%</td> <td>3</td> </tr> <tr> <td>2</td> <td>29%</td> <td>2</td> <td>12%</td> <td>1</td> </tr> <tr> <td>1</td> <td>14%</td> <td>1</td> <td>0%</td> <td>0</td> </tr> </tbody> </table>	Score	SP'16 (%)	SP'16 (n)	FA'16 (%)	FA'16 (n)	4	0%	0	44%	4	3	57%	4	44%	3	2	29%	2	12%	1	1	14%	1	0%	0										
Score	SP'16 (%)	SP'16 (n)	FA'16 (%)	FA'16 (n)																																				
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MBA Program - Analysis of Results																																								
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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																																							
Students being able to execute a strategic plan, assess the impact of organizational decisions, design processes that align with organizational goals and direct resources effectively and efficiently. 80% of students achieve a score of 3 or above on 4-point scale.	Culminating Project, Direct, Formative, Summative	Spring 2016, 90% achieved goal. Summer 2016, 43% achieved goal. Fall 2016, 86% achieved goal.	It is evident that the international students needs more assistance in preparing for a US MBA.	We have moved to create ESL 094 which is a graduate research class to help our international students be better prepared for the MBA program. This class is required of all international students and was launched Fall 2016. Results should show by 2018-19 as they complete their program.	<p>Master's Business Administration Goals: Student being able to execute a strategic plan, assess the impact of organizational decisions, design processes that align with the organizational goals and direct resources effectively and efficiently.</p> <table border="1"> <caption>Master's Business Administration Goals Data</caption> <thead> <tr> <th>Score</th> <th>SP'16 (%)</th> <th>SP'16 (n)</th> <th>SU'16 (%)</th> <th>SU'16 (n)</th> <th>FA'16 (%)</th> <th>FA'16 (n)</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>60%</td> <td>2</td> <td>32%</td> <td>1</td> <td>43%</td> <td>1</td> </tr> <tr> <td>3</td> <td>30%</td> <td>1</td> <td>11%</td> <td>1</td> <td>43%</td> <td>1</td> </tr> <tr> <td>2</td> <td>10%</td> <td>0</td> <td>49%</td> <td>2</td> <td>14%</td> <td>0</td> </tr> <tr> <td>1</td> <td>0%</td> <td>0</td> <td>8%</td> <td>1</td> <td>0%</td> <td>0</td> </tr> </tbody> </table>	Score	SP'16 (%)	SP'16 (n)	SU'16 (%)	SU'16 (n)	FA'16 (%)	FA'16 (n)	4	60%	2	32%	1	43%	1	3	30%	1	11%	1	43%	1	2	10%	0	49%	2	14%	0	1	0%	0	8%	1	0%	0
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