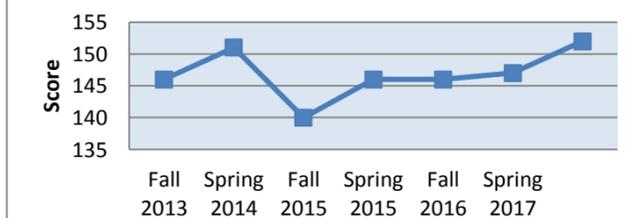


Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

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>																		
Performance Measure		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)														
What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																
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																		
(Example) Knowledge of foundation areas for MBA program will score 150 and above	Summative, External, Comparative data dervied from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 in 2013	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignements were added.	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.	<div style="text-align: center;"> <h3>MFT Knowledge of Foundation Areas</h3>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>MFT Knowledge of Foundation Areas - Score Data</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>145</td> </tr> <tr> <td>Spring 2014</td> <td>150</td> </tr> <tr> <td>Fall 2015</td> <td>140</td> </tr> <tr> <td>Spring 2016</td> <td>145</td> </tr> <tr> <td>Fall 2016</td> <td>145</td> </tr> <tr> <td>Spring 2017</td> <td>152</td> </tr> </tbody> </table> </div>	Semester	Score	Fall 2013	145	Spring 2014	150	Fall 2015	140	Spring 2016	145	Fall 2016	145	Spring 2017	152
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Peregrine Comp-XM	External, Formative and Summative	Assessed at Gateway, Midpoint & Capstone	Data to be gathered and assessed in July 2016 and moving forward.		Accounting
Students in BSBA program are measured on the gateway assessment	Internal, formative, comparative	The objective at gateway is that at least 35% of students taking the assessment (Level one) would be proficient. When we look at Mkt231 assessments over time 84% were proficient on student learning outcome number one in terms of marketing knowledge (PLO #1) at gateway in 2013-2014,. Similarly, program learning outcome numbers two and fours are aligned with this Mkt231 assessment and when we examine the various student outcomes relative to PLO #2, 76.5% in 2013-2014 were proficient at level one. When PLO #4 is examined in terms of student proficiency, we find that 55.5% of students are proficient in communicating in written, oral and graphical formats. Reviewing the same outcome we find 55% of students are proficient in 2011, 43.5% in 2012 and 74.5% in 2013	The gateway assessments provide a benchmark for measuring learning outcomes as students enter their first business courses. The aggregate outcomes can be examined relative to the midpoint and capstone assessments for comparative analysis.	Moved to more rigous gateway assessment (case study to marketing plan)	30
Students in BSBA program are measured on the Midpoint assessment	Internal, formative, comparative	The undergraduate business program measures the reinforcement of many of learning outcomes with the midpoint assessment namely, financial management, business management and decision making, statistics and communicating ideas effectively. The midpoint assessment is aligned with program outcome one by the quantitative aspects of the assessment in capital budgeting and analysis as well as to be able to communicate and present the information effectively. The outcomes for the midpoint indicate that statistics a are a lower in overall percentage of proficiency (Level 2) at 67% of students, however this is still significantly above the target	Statistics is clearly a problem area (Although the proficiencies are better than the gateway)for students according to the midpoint.	Tools such as Tutor.com are now being used in an effort to improve proficiencies in statistics and across all subject areas. Tutor.com is third party tutoring system we have put in place that allows students to get help 24 hours a day, 7 days a week in certain subject areas. Our SAS (Student Advancement and Success) team has also taken an active role to coach student in difficult subjects.	60

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