

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>																
		Analysis of Results															
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Management Program 65% of the students taking the Business MFT will score at or above the national mean score.	Data derived from the Business MFT.	The mean score for graduating Management students was 126 during the academic year 2016-2017	Evaluation of the results identified subject areas that need to be strengthened within the Management program. These areas of weakness are: Economics, Marketing, Finance, Accounting, and Quantitative Business Analysis.	The faculty continued to evaluate the results of the MFT using the Item Information Report to identify assessment indicators, content areas, and sub-content areas that need strengthening. This information is shared with all instructors to aid in course design, course learning outcomes, and textbook section.	<div style="text-align: center;"> <h3>Major Field Test</h3> <table border="1" style="margin: 10px auto;"> <caption>Major Field Test Data</caption> <thead> <tr> <th>Year</th> <th>Score 1</th> <th>Score 2</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>130</td> <td>150</td> </tr> <tr> <td>AY 15-16</td> <td>135</td> <td>150</td> </tr> <tr> <td>AY 16-17</td> <td>125</td> <td>150</td> </tr> </tbody> </table> </div>	Year	Score 1	Score 2	AY 14-15	130	150	AY 15-16	135	150	AY 16-17	125	150
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<p>85% of the students will demonstrate cross-disciplinary knowledge to evaluate and analyze issues within an organization.</p>	<p>Case Study Analysis in MG 402 Strategic Management</p>	<p>76% of the students demonstrated proficiency in cross-disciplinary knowledge when evaluating and analyzing issues within an organization through Case Study Analysis in Strategic Management during the academic year 2016-2017.</p>	<p>Evaluation of the results identified cross-disciplines strengths and weaknesses of individual students. Students' weaknesses can be contributed to students not following the program paradigm.</p>	<p>The faculty teaching Strategic Management incorporated lab sessions and students submitted their Case Study Analysis in phases to assist them with demonstrating proficiency. In addition, the faculty advisors are advising students to follow the paradigm and prerequisites are strictly enforced.</p>	<table border="1"> <caption>Case Study Analysis</caption> <thead> <tr> <th>Year</th> <th>Score 1</th> <th>Score 2</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>75</td> <td>80</td> </tr> <tr> <td>AY 15-16</td> <td>72</td> <td>80</td> </tr> <tr> <td>AY 16-17</td> <td>76</td> <td>80</td> </tr> </tbody> </table>	Year	Score 1	Score 2	AY 14-15	75	80	AY 15-16	72	80	AY 16-17	76	80
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<p>80% of the students will communicate effectively, orally and in writing.</p>	<p>The essay portion of the Senior Exit Exam evaluated with a 50 Point Rubric.</p>	<p>77% of the students demonstrated effectively communication skills in writing their essays for the Division's internal Senior Exit Exam during the Academic Year 2016-2017.</p>	<p>Evaluation of the results from the essay portion of the internal Senior Exit Exam revealed students demonstrated poor writing skills, such as paragraph organization, not addressing the question in its entirety, and mostly grammatical errors.</p>	<p>The faculty used the results from the essay portion of the internal Senior Exit Exam to identify areas of weaknesses within the Management curriculum that would address students' writing skills. Courses identified were Business Communication, and Professional Research and Writing. Faculty used these courses to emphasize the weaknesses exhibited within the students' writing.</p>	<table border="1"> <caption>Writing Skills</caption> <thead> <tr> <th>Year</th> <th>Score 1</th> <th>Score 2</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>65</td> <td>75</td> </tr> <tr> <td>AY 15-16</td> <td>75</td> <td>75</td> </tr> <tr> <td>AY 16-17</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	Year	Score 1	Score 2	AY 14-15	65	75	AY 15-16	75	75	AY 16-17	75	75
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