

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	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																						
	Analysis of Results for Business Economics																						
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)																		
Average assessment scores for all program learning outcomes will exceed 3.0 (on a scale of 0 - 4)	Summative, internal comparative data derived from independent evaluators of capstone assignments with a standard rubric	Current year results show very strong trend performance in all business economics learning outcomes. All learning outcome scores are above the 3.0 goal.	The business economics program is off to a good start and needs to focus on continuous improvement.	The program needs to focus on completing a 3-year review of the curriculum and ensuring capstone assignments accurately reflect all learning outcomes.	<div style="text-align: center;"> Business Economics Learning Outcomes Trends </div> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Business Economics Learning Outcomes Trends Data</caption> <thead> <tr> <th>Outcome</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td>3.27</td> <td>3.27</td> </tr> <tr> <td>Outcome 2</td> <td>3.82</td> <td>3.82</td> </tr> <tr> <td>Outcome 3</td> <td>3.27</td> <td>3.27</td> </tr> <tr> <td>Outcome 4</td> <td>3.09</td> <td>3.09</td> </tr> <tr> <td>Outcome 5</td> <td>3.36</td> <td>3.36</td> </tr> </tbody> </table>	Outcome	2015-2016	2016-2017	Outcome 1	3.27	3.27	Outcome 2	3.82	3.82	Outcome 3	3.27	3.27	Outcome 4	3.09	3.09	Outcome 5	3.36	3.36
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As tasked by the Advisory Board, increase the competence of B-school grads in quantitative and communication skills

Summative, internal comparative data derived from independent evaluators of capstone assignments with a standard rubric specifically focusing on learning outcomes 2 (quantitative) and 4 (communication)

Historical trends show a strong performance in both quantitative and communication competencies in the program

The lead faculty and faculty team need to ensure that communication skills remain a priority for graduates.

The accounting faculty is charged with reviewing and updating the capstone assignment and program course syllabi to ensure learning outcomes 2 and 4 are adequately and innovatively addressed.

