

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 in				
	Analysis of Results for Finance				
Performance Measure	What is your measurement instrument or process? Do not use grades.	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)

Measurable goal

What is your goal?

Average assessment scores for all program learning outcomes will exceed 3.0 (on a scale of 0 - 4)

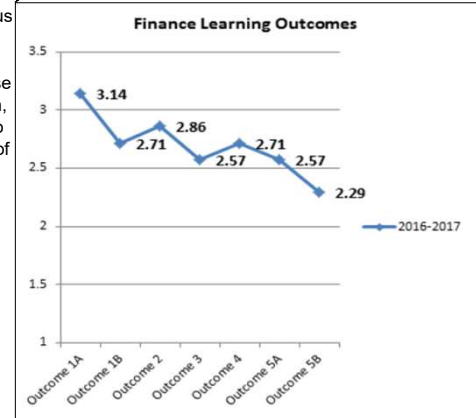
(Indicate type of instrument) direct, formative, internal, comparative

Summative, internal comparative data derived from independent evaluators of capstone assignments with a standard rubric

Current year results show weak performance in all Finance learning outcomes with the exception of outcome 1A.

The finance program needs to focus on all learning outcomes as they perform curriculum/syllabi/capstone assignment review.

The program needs to focus on the quantitative skills taught in the program and the appropriate use of those methodologies. In addition, students need to be able to articulate the significance of the field of study to the global community.



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 a/b (quantitative) and 4 (communication)

Initial data show a weaker than desired performance in communication competencies in the program, and Quantitative competencies.

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

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

