

## 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																																																						
<b>1. Student Learning Results</b>	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																																																						
<b>Analysis of Results for Health Care Management</b>																																																							
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b> Do not use grades.	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement made</b>	<b>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</b>																																																		
<b>Measurable goal</b>	<b>Do not use grades.</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>																																																			
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>																																																						
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 volatile trend performance in all HCM learning outcomes, and almost all learning outcome results fall below the 3.0 goal	The HCM program updated the learning outcomes in 2015 and did not change the curriculum substantially. As such, this created a great deal of volatility in the assessment scores.	The program needs to completely review and revise the curriculum and capstone assignment to ensure all learning outcomes are taught and reinforced and that the capstone accurately reflects the updated learning outcomes.	<table border="1" style="margin-top: 10px;"> <caption>Health Care Management Learning Outcomes Trends (Line Graph Data)</caption> <thead> <tr> <th>Outcome</th> <th>2012</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Outcome 1A</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> <tr> <td>Outcome 1B</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> <tr> <td>Outcome 2A</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> <tr> <td>Outcome 2B</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> <tr> <td>Outcome 3A</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> <tr> <td>Outcome 3B</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> <tr> <td>Outcome 4</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> <tr> <td>Outcome 5A</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> <tr> <td>Outcome 5B</td> <td>2.34</td> <td>3.15</td> <td>2.70</td> <td>2.45</td> </tr> </tbody> </table>	Outcome	2012	2014-2015	2015-2016	2016-2017	Outcome 1A	2.34	3.15	2.70	2.45	Outcome 1B	2.34	3.15	2.70	2.45	Outcome 2A	2.34	3.15	2.70	2.45	Outcome 2B	2.34	3.15	2.70	2.45	Outcome 3A	2.34	3.15	2.70	2.45	Outcome 3B	2.34	3.15	2.70	2.45	Outcome 4	2.34	3.15	2.70	2.45	Outcome 5A	2.34	3.15	2.70	2.45	Outcome 5B	2.34	3.15	2.70	2.45
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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 a/b (quantitative) and 4 (communication)	Historical trends show a improvement and then regression in learning outcomes 2 A/B. Outcome 4 is better but also needs attention.	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 a/b are better and innovatively addressed -- and maintain improvement trends in learning outcome 4.	<table border="1" style="margin-top: 10px;"> <caption>Health Care Management Learning Outcomes Trends (Bar Chart Data)</caption> <thead> <tr> <th>Year</th> <th>Outcome 2A</th> <th>Outcome 2B</th> <th>Outcome 4</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>2.49</td> <td>2.49</td> <td>2.52</td> </tr> <tr> <td>2014-2015</td> <td>3.00</td> <td>3.00</td> <td>3.06</td> </tr> <tr> <td>2015-2016</td> <td>2.50</td> <td>2.65</td> <td>3.05</td> </tr> <tr> <td>2016-2017</td> <td>2.45</td> <td>2.34</td> <td>2.95</td> </tr> </tbody> </table>	Year	Outcome 2A	Outcome 2B	Outcome 4	2012	2.49	2.49	2.52	2014-2015	3.00	3.00	3.06	2015-2016	2.50	2.65	3.05	2016-2017	2.45	2.34	2.95																														
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