

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 Human Resources																																							
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																			
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																																							
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 good trend performance trend in all Human Resources learning outcomes, but some learning outcome results fall below the 3.0 goal	The HR program is teetering on strong performance overall but needs to focus on communication competencies to close the gap.	The program needs to completely review and revise the curriculum and capstone assignment to ensure that learning outcomes 3, 4 and 5 are taught and reinforced and that the capstone accurately reflects the updated learning outcomes. Continued incremental performance improvement is key.	<div style="text-align: center;"> Human Resources Learning Outcomes Trends </div> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Human Resources Learning Outcomes Trends 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 1</td> <td>1.8</td> <td>2.5</td> <td>2.8</td> <td>3.40</td> </tr> <tr> <td>Outcome 2A</td> <td>1.6</td> <td>2.3</td> <td>2.4</td> <td>3.00</td> </tr> <tr> <td>Outcome 2B</td> <td>1.6</td> <td>2.3</td> <td>2.5</td> <td>2.70</td> </tr> <tr> <td>Outcome 3</td> <td>1.7</td> <td>2.2</td> <td>2.4</td> <td>2.80</td> </tr> <tr> <td>Outcome 4</td> <td>1.5</td> <td>2.3</td> <td>2.3</td> <td>2.50</td> </tr> <tr> <td>Outcome 5</td> <td>1.6</td> <td>2.3</td> <td>2.8</td> <td>2.80</td> </tr> </tbody> </table>	Outcome	2012	2014-2015	2015-2016	2016-2017	Outcome 1	1.8	2.5	2.8	3.40	Outcome 2A	1.6	2.3	2.4	3.00	Outcome 2B	1.6	2.3	2.5	2.70	Outcome 3	1.7	2.2	2.4	2.80	Outcome 4	1.5	2.3	2.3	2.50	Outcome 5	1.6	2.3	2.8	2.80
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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 incremental continuous improvement in these learning outcomes.

The lead faculty and faculty team need to ensure that quantitative skills remain a priority and put extra emphasis on communication skills for graduates.

The faculty is charged with reviewing and updating the program course syllabi to ensure learning outcome 4 is better and innovatively addressed -- and maintain improvement trends in learning outcomes 2 A/B.

