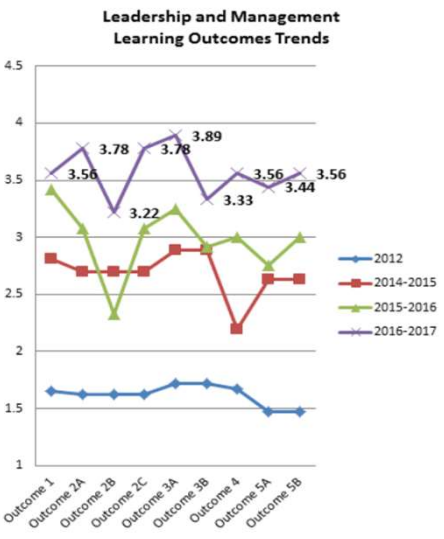


Standard #4 Measurement and Analysis of Student Learning and Performance

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 Leadership and Management				
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?	(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 very strong performance trends in all Human Resources learning outcomes; all outcomes are well above the goal of 3.0	The Leadership and Management program is performing well and needs to continue it's goal of continuous improvement to keep scores high.	The program is challenged to keep results strong while increasing enrollment. A curriculum review is in order to ensure discipline currency.	
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 steady continuous improvement in these learning outcomes.	The lead faculty and faculty team need to ensure that quantitative skills remain a priority and continue to 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 maintained at this level and to lead discussions with other program leads to explore writing improvements in their programs.	