# 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. *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).* Add these to the description of the measurement instrument in |

| | Analysis of Results for Management of Information Systems | | | | |
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| **Performance Measure**<br><br>**Measurable goal**<br><br>**What is your goal?** | **What is your measurement instrument or process?**<br><br>**Do not use grades.**<br><br>**(Indicate type of instrument) direct, formative, internal, comparative** | **Current Results**<br><br>**What are your current results?** | **Analysis of Results**<br><br>**What did you learn from the results?** | **Action Taken or Improvement made**<br><br>**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 | The two-year assessment data shows opportunities for improvement in the MIS program student learning performance. Some learning outcomes are well below the goal of 3.0. | There are numerous opportunities for improvement, but the greatest need is in learning outcomes 2A (database analysis), 3B (project management), and 5A (global and cultural environments). | The program has a new lead faculty and is in process of reviewing the curriculum including learning objectives for each course and signature assignments. Dramatic improvements in performance are expected over the next assessment cycle. |  |
| 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 some improvement in these learning outcomes over two assessment cycles. | 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 outcomes 2 and 4 are emphasized and improved. Continued progress is expected. |  |