

## 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 Marketing</b>																												
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<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>	Do not use grades.	<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>	(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 Marketing learning outcomes except for 5B.	The Marketing program is demonstrating strong performance but needs to address outcome 5B (. . .)	The program needs to review the curriculum for evidence of teaching global competition, including legal and ethical challenges. In addition, the capstone assignment needs review to ensure students have an opportunity to demonstrate learning in this area.	<table border="1" style="display: none;"> <caption>Marketing Learning Outcomes Trends (Line Graph Data)</caption> <thead> <tr> <th>Outcome</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Outcome 1A</td> <td>3.2</td> <td>3.58</td> </tr> <tr> <td>Outcome 1B</td> <td>2.7</td> <td>3.17</td> </tr> <tr> <td>Outcome 2</td> <td>2.8</td> <td>3.17</td> </tr> <tr> <td>Outcome 3</td> <td>2.7</td> <td>3.08</td> </tr> <tr> <td>Outcome 4</td> <td>2.8</td> <td>2.83</td> </tr> <tr> <td>Outcome 5A</td> <td>2.9</td> <td>2.92</td> </tr> <tr> <td>Outcome 5B</td> <td>2.0</td> <td>1.92</td> </tr> </tbody> </table>	Outcome	2015-2016	2016-2017	Outcome 1A	3.2	3.58	Outcome 1B	2.7	3.17	Outcome 2	2.8	3.17	Outcome 3	2.7	3.08	Outcome 4	2.8	2.83	Outcome 5A	2.9	2.92	Outcome 5B	2.0	1.92
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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 outcome 2.	<table border="1" style="display: none;"> <caption>Marketing Learning Outcomes Trends (Bar Chart Data)</caption> <thead> <tr> <th>Year</th> <th>Outcome 4</th> <th>Outcome 2</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>2.83</td> <td>2.83</td> </tr> <tr> <td>2016-2017</td> <td>2.83</td> <td>3.17</td> </tr> </tbody> </table>	Year	Outcome 4	Outcome 2	2015-2016	2.83	2.83	2016-2017	2.83	3.17															
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