

## 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 Master of Business Administration (MBA)</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>	<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>				

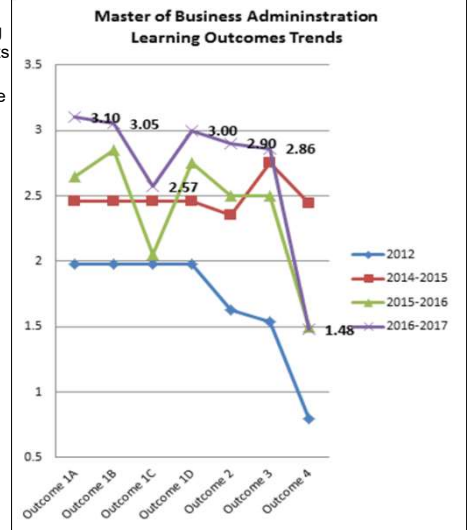
Average assessment scores for all program learning outcomes will exceed 3.0 (on a scale of 0-4)

Summative, internal comparative data derived from independent evaluators of capstone assignments with a standard rubric

Current year results show good trend performance trend in all MBA learning outcomes except for #4

The MBA program is demonstrating strong performance but needs to address two areas of concern; quantitative methods and continued learning.

The program is being evaluated for strengthening the quantitative components of each course and to ensure outcome scores rise and sustain 3.0 level or above. Syllabi are being reviewed for emphasis on continued professional development.



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 1 (quantitative and discipline specific) and 3 (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 analyzing data sets throughout the program.

The faculty is charged with reviewing and updating the program course syllabi to ensure learning outcome 1C is better and innovatively addressed -- and maintain improvement trends in learning outcome 3.

