

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 Master of Arts in Human Resources (MAHR)																																																																					
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 MAHR learning outcomes except for 1C, 1E and 2.	The MAHR program is demonstrating strong performance but needs to address a few weak areas (financial analysis, federal/state laws, and research methodologies)	The program updated the learning outcomes and associated rubric in 2015, so data before that date may not show accurate trends. But irrespective, the faculty will review the curriculum for evidence of comprehensive teaching in financial analysis, research design, and federal/state laws -- as well as review of the capstone assignment for evidence of student opportunity to address these areas.	<table border="1" style="display: none;"> <caption>Master of Arts Human Resources Learning Outcomes Trends (Line Graph 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 1A</td><td>3.00</td><td>3.00</td><td>3.00</td><td>3.00</td></tr> <tr><td>Outcome 1B</td><td>3.00</td><td>3.00</td><td>3.00</td><td>3.00</td></tr> <tr><td>Outcome 1C</td><td>2.50</td><td>2.50</td><td>2.50</td><td>2.50</td></tr> <tr><td>Outcome 1D</td><td>3.00</td><td>3.00</td><td>3.00</td><td>3.00</td></tr> <tr><td>Outcome 1E</td><td>1.80</td><td>1.80</td><td>1.80</td><td>1.80</td></tr> <tr><td>Outcome 1F</td><td>3.00</td><td>3.00</td><td>3.00</td><td>3.00</td></tr> <tr><td>Outcome 1G</td><td>3.20</td><td>3.20</td><td>3.20</td><td>3.20</td></tr> <tr><td>Outcome 1H</td><td>2.70</td><td>2.70</td><td>2.70</td><td>2.70</td></tr> <tr><td>Outcome 1I</td><td>2.60</td><td>2.60</td><td>2.60</td><td>2.60</td></tr> <tr><td>Outcome 2</td><td>3.00</td><td>3.00</td><td>3.00</td><td>3.00</td></tr> <tr><td>Outcome 3</td><td>3.10</td><td>3.10</td><td>3.10</td><td>3.10</td></tr> <tr><td>Outcome 4</td><td>3.10</td><td>3.10</td><td>3.10</td><td>3.10</td></tr> </tbody> </table>	Outcome	2012	2014-2015	2015-2016	2016-2017	Outcome 1A	3.00	3.00	3.00	3.00	Outcome 1B	3.00	3.00	3.00	3.00	Outcome 1C	2.50	2.50	2.50	2.50	Outcome 1D	3.00	3.00	3.00	3.00	Outcome 1E	1.80	1.80	1.80	1.80	Outcome 1F	3.00	3.00	3.00	3.00	Outcome 1G	3.20	3.20	3.20	3.20	Outcome 1H	2.70	2.70	2.70	2.70	Outcome 1I	2.60	2.60	2.60	2.60	Outcome 2	3.00	3.00	3.00	3.00	Outcome 3	3.10	3.10	3.10	3.10	Outcome 4	3.10	3.10	3.10	3.10
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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 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 communication skills for graduates.	The faculty is charged with reviewing and updating the program course syllabi to ensure learning outcome 1 is better and innovatively addressed -- and maintain improvement trends in learning outcome 3.	<table border="1" style="display: none;"> <caption>Master of Arts Human Resources Learning Outcomes Trends (Bar Chart Data)</caption> <thead> <tr> <th>Year</th> <th>Outcome 1</th> <th>Outcome 3</th> </tr> </thead> <tbody> <tr><td>2012</td><td>2.24</td><td>1.95</td></tr> <tr><td>2014-2015</td><td>3.07</td><td>3.13</td></tr> <tr><td>2015-2016</td><td>2.59</td><td>3.10</td></tr> <tr><td>2016-2017</td><td>2.86</td><td>3.10</td></tr> </tbody> </table>	Year	Outcome 1	Outcome 3	2012	2.24	1.95	2014-2015	3.07	3.13	2015-2016	2.59	3.10	2016-2017	2.86	3.10																																																		
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