## 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)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results</td>
<td>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, Mid-year examination, faculty-designed examination, professional performance, licensure examination. Add these to the description of the measurement instrument in column two:</td>
</tr>
<tr>
<td>Direct – Assessing student performance by examining samples of student work.</td>
<td></td>
</tr>
<tr>
<td>Indirect – Assessing indicators other than student work such as gathering feedback from the student or other persons who may provide relevant information.</td>
<td></td>
</tr>
<tr>
<td>Formatative – An assessment conducted during the student’s education.</td>
<td></td>
</tr>
<tr>
<td>Summative – An assessment conducted at the end of the student’s education.</td>
<td></td>
</tr>
<tr>
<td>Internal – An assessment instrument that was developed within the business unit.</td>
<td></td>
</tr>
<tr>
<td>External – An assessment instrument that was developed outside the business unit.</td>
<td></td>
</tr>
<tr>
<td>Comparative – Compare results between classes, between online and on-ground classes. Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</td>
<td></td>
</tr>
</tbody>
</table>

## Analysis of Results

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>What is your measurement treatmnt or process?</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measureable goal</td>
<td>Do not use grades.</td>
<td>What are your current results?</td>
<td>What did you learn from the results?</td>
<td>What did you improve or what is your next step?</td>
<td>MFT Knowledge of Foundation Areas</td>
</tr>
</tbody>
</table>

**Example Knowledge of foundation areas for MBA program will score 150 and above**

**Definition**

- **Summative**: External, Comparative data derived from Business MFT
- **Formative**: Direct, summative, internal assessment.
- **Performance Indicator**: A goal of 150 was set as a benchmark with an average score of 152 in 2013
- **Performance Measure**: Evaluation of all course learning outcomes for consistency, more end presentations and more written assignments were added.
- **Action Taken or Improvement made**: Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.
- **Graphs or Tables of Resulting Trends**: MFT Knowledge of Foundation Areas

**4a. Traditional Undergrad core level business knowledge equal to average mean score of comparative programs**

**Peregrine Academic Comprehensive test**

- **Definition**: Direct, summative, external comprehensive data given to seniors. This is direct, summative, external comprehensive data. A sample of students was given a test to evaluate their understanding of material.
- **Performance Measure**: The average mean score for traditional programs was 44% in 2017 and 46% in 2018. This is a better score for an exam we are now above the mean for similar schools (44%).
- **Results**: We did especially well in Microeconomics (12 points above comparable programs) and Marketing (9 points up).
- **Action Taken or Improvement made**: The Dean reviewed the test results with faculty to ensure continued coverage of specific topic areas.
- **Graphs or Tables of Resulting Trends**: Adult U.G. Comprehensive Test

**4b. Adult undergrad core level business knowledge equal to average mean score of comparative programs**

**Peregrine Academic Comprehensive test**

- **Definition**: Direct, summative, external comprehensive data given to graduating MBA students. This is direct, summative, external comprehensive data. A sample of students was given a test to evaluate their understanding of material.
- **Performance Measure**: The average mean score for comparable MBA programs was 54%. Our score in 2017 was 58% and in 2018 was 55%.
- **Results**: This is an excellent result. We are higher than comparable programs in every category.
- **Action Taken or Improvement made**: This result demonstrates the strength of our Adult Evening and online programs compared to similar programs at other universities.
- **Graphs or Tables of Resulting Trends**: MBA Comprehensive Test

**4c. MBA Core level business knowledge equal to average mean score of comparative programs**

**Peregrine Academic Comprehensive test**

- **Definition**: Direct, summative, external comprehensive data given to graduating MBA students. This is direct, summative, external comprehensive data. A sample of students was given a test to evaluate their understanding of material.
- **Performance Measure**: The average mean score for comparable MBA programs was 54%. Our score in 2017 was 58% and in 2018 was 55%.
- **Results**: Our MBA students continue to out perform students in comparable programs. The online score was slightly lower.
- **Action Taken or Improvement made**: This score includes validating the strength of our MBA instruction in both on-campus and online programs. We will review the online syllabus to encourage students to do their best on this exam.
- **Graphs or Tables of Resulting Trends**: MBA Comprehensive Test

**4d. Accounting majors Knowledge. Average score of 60% on Accounting II Final exam**

**Definition**: Direct, summative, internal, comparative data.

- **Performance Measure**: Student average score on final exam of Accounting II course. Direct, summative, internal, comparative data. A sample of students was given a test to evaluate their understanding of material.
- **Results**: 90% score in 2018 and 94% in 2017.
- **Action Taken or Improvement made**: A new adjunct faculty member is teaching the course now. The strong score indicates that students are learning this material.
- **Graphs or Tables of Resulting Trends**: Accounting Majors Final Exam

**4e. MBA strategic knowledge. Business strategy game class average of 42%**

**Definition**: Direct, summative, internal, comparative data.

- **Performance Measure**: Class average score in the Business Strategy Game for Financial Management, Operations and Marketing. This score is compared to players worldwide. This is direct, formative, external and comparative assessment.
- **Results**: 82% in 2018 and 89% in 2017.
- **Action Taken or Improvement made**: This is a very strong result.
- **Graphs or Tables of Resulting Trends**: MBA Business Strategy Game

**4f. MBA Innovation and Communication in student business research presentation of at least 4.0 on 5-point scale.**

**Definition**: Direct, summative, internal, comparative data.

- **Performance Measure**: Average rubric score ranked by peers, outside business leaders and faculty. This is a direct, formative, internal and comparative assessment.
- **Results**: 4.7 in 2018.
- **Action Taken or Improvement made**: Students continue to score well.
- **Graphs or Tables of Resulting Trends**: MBA Innovation & Communication

**4g. Adult Undergrad Ethics personal reflection. Average student score of 3.5 on 5-point scale.**

**Definition**: Direct, summative, internal, comparative data.

- **Performance Measure**: This essay asks students to reflect on their personal faith and values. This is a direct, summative, internal assessment.
- **Results**: 3.5 in 2017 and 3.06 in 2018.
- **Action Taken or Improvement made**: This is a positive trend. Students are understanding the assignment and doing good work.
- **Graphs or Tables of Resulting Trends**: Adult U.G. Ethics Reflection