

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	<p>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 column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative - An assessment conducted during the student's education. Summative - An assessment conducted at the end of the student's education. Internal - An assessment instrument that was developed within the business unit. External - An assessment instrument that was developed outside the business unit. 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.</p>				
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				
(Example) Knowledge of foundation areas for MBA program will score 150 and above	Summative, External, Comparative data derived from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 in 2013	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.	<p>MFT Knowledge of Foundation Areas</p>
4a. Traditional Undergrad core level business knowledge equal to average mean score of comparative programs	Peregrine Academic Comprehensive test given to seniors. This is direct, summative, external comprehensive data	The average mean score for traditional programs was 44% in 2017 and 49% in 2018. This is a better result for us as we are now above the mean for similar schools (45%)	We did especially well in Economics (12 points above comparable programs) and Marketing (4 points up).	The Dean reviewed the test results with faculty to ensure continued coverage of specific topic areas.	<p>Comprehensive Test - UG</p>
4b. Adult undergrad core level business knowledge equal to average mean score of comparative programs	Peregrine Academic Comprehensive test given to seniors. This is direct, summative, external comprehensive data	The average mean score for comparable programs was 51% Our score in 2017 was 58% and in 2018 was 55%.	This is an excellent result! We are higher than comparable programs in every category	This result demonstrates the strength of our Adult Evening and online programs compared to similar programs at other universities.	<p>Adult U.G. Comprehensive Test</p>
4c. MBA Core level business knowledge equal to average mean score of comparative programs	Peregrine Academic Comprehensive test given to graduating MBA students. This is direct, summative, external comprehensive data	The average mean score for comparable MBA programs was 52%. Our score was 65% in 2018 and 59% in 2017.	Our MBA students continue to out-perform students in comparable programs. The online score was slightly lower.	This score includes validates the strength of our MBA instruction in both on-campus and online programs. We will revise the online syllabus to encourage students to do their best on this exam.	<p>MBA Comprehensive Test</p>
4d. Accounting majors knowledge. Average score of 60% on Accounting II Final exam	Student average score on final exam of Accounting II course. Direct, summative, internal, comparative	90% score in 2018 and 94% in 2017.	This is a strong result.	A new adjunct faculty member is teaching the course now. The strong score indicates that students are learning this material.	<p>Accounting Majors Final Exam</p>
4e. MBA strategic knowledge. Business strategy game class average of 40%	Class average score in the Business Strategy Game for Financial Management, Operations and Marketing. This score is compared to players worldwide. This is a direct, formative, external and comparative assessment.	65% in 2018 and 59% in 2017	this is a very strong result.	The strong score indicates that students understand MBA-level strategic business knowledge	<p>MBA Business Strategy Game</p>
4f. MBA Innovation and Communication in student business research presentation of at least 4.0 on 5-point scale.	Average rubric score ranked by peers, outside business leaders and faculty. This is a direct, formative, internal and comparative assessment.	4.7 in 2018	Students continue to score well	MBA student presentation skills are strong.	<p>MBA Innovation & Communication</p>
4g. Adult Undergrad Ethics personal reflection. Average student score of 3.5 on 5-point scale	This essay asks students to reflect on their personal faith and values. This is a direct, summative, internal assessment.	4.0 in 2017 and 3.95 in 2018.	This is a positive trend. Students are understanding the assignment andn doing good work.	As a result of clarifying the assignment, student papers were stronger. We hired a new full-time faculty coordinator who will also be monitoring this assessment.	<p>Adult U.G. Ethics Reflection</p>