

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

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 column two: 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.				
Identified in Criterion 4.2	Identified in Criterion 4.1	Analysis of Results			Identified in Criterion 4.2
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?	Identified in Criterion 4.2
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Students will demonstrate knowledge of foundational business areas covered by the core courses by scoring 50 or better on the Peregrine exam.	Direct, Summative, External, Comparative data derived from Peregrine exam taken in the capstone course	Accounting: Lastest average score of 42.4; Slight downward trend.	The instructor for the capstone course has changed a couple times in the last few years. During the transition, it seems that students' are not taking the Peregrine exam seriously. There is a positive correlation between the Peregrine score and the time spent taking the exam.	Care must be taken when making inferences form program specific data since the sample size is small. Strive for consistency between offerings of the course. The same professor is going to teach the class the next several times it is offered. Reinforce the importance of the exam by having students take it during class time or include the score on the exam in some fashion in the course grade for the capstone course.	
		Business Administration: Lastest average score of 42.2; Slight downward trend.			
		Management: Lastest average score of 39.3; Slight downward trend.			

		Analysis of Results																																							
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2																																				
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What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																								
		Marketing: Lastest average score of 31.8; Slight downward trend.																																							
		All BBA: Lastest average score of 43.2; Slight downward trend.																																							
		MBA: Lastest average score of 46.7; Slight downward trend.																																							
Students will demonstrate ethical behavior with regards to academic integrity as measured by an end-of-course survey where at least 80% of respondents report none or a few students cheated.	Indirect, Formative, Internal, Comparative data	<p>FA-17: 82.9% reported that none or a few students cheated</p> <p>This result has been relatively consistent for the last four fall semesters.</p>	This is a university-wide survey with common questions, but it would be interesting to see if the responses changed if the cheated was in class or during an exam rather than "in any way" since many classes have online or other out of class assignments	Continue tracking this information and supporting faculty in their endeavor to ensure academic honesty.	<p>Responses to: How many students do you think cheated in any way in this class?</p> <table border="1"> <thead> <tr> <th>MCRsp</th> <th>FA-14</th> <th>FA-15</th> <th>FA-16</th> <th>FA-17</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>A few</td> <td>21.22%</td> <td>18.33%</td> <td>17.98%</td> <td>18.22%</td> <td>18.76%</td> </tr> <tr> <td>Half</td> <td>0.89%</td> <td>1.46%</td> <td>1.88%</td> <td>1.74%</td> <td>1.55%</td> </tr> <tr> <td>More than half</td> <td>0.45%</td> <td>1.09%</td> <td>2.77%</td> <td>2.25%</td> <td>1.78%</td> </tr> <tr> <td>None</td> <td>66.32%</td> <td>67.48%</td> <td>64.23%</td> <td>64.69%</td> <td>65.53%</td> </tr> <tr> <td>Some</td> <td>11.13%</td> <td>11.65%</td> <td>13.14%</td> <td>13.10%</td> <td>12.39%</td> </tr> </tbody> </table>	MCRsp	FA-14	FA-15	FA-16	FA-17	Total	A few	21.22%	18.33%	17.98%	18.22%	18.76%	Half	0.89%	1.46%	1.88%	1.74%	1.55%	More than half	0.45%	1.09%	2.77%	2.25%	1.78%	None	66.32%	67.48%	64.23%	64.69%	65.53%	Some	11.13%	11.65%	13.14%	13.10%	12.39%
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