

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. 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). Add these to the description of the learning 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.					
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				
Program Outcome: Students demonstrate knowledge of the functional areas for BSBIM program by achieving a score of 150 – or greater – on the ETS Major Field Exam for Business	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	The chart in Column F contains the distribution of student scores on the Spring 2022 Business MFT. We need to move a greater percent of the population to a higher score	A continuation of the tactics from the previous strategic plan – mediated by realities of the COVID 19 pandemic.	
Program Outcome: Students demonstrate knowledge of the functional areas for BSBIM program by achieving a score of 75% correct – or greater – on the ETS Major Field Exam for Business	Summative, External, Comparative data derived from Business MFT	A goal of 75% was set as a benchmark with an average score of 53% in 2017	The revised and enhanced BSBM curriculum will provide students with more depth across the foundational courses	A continuation of the tactics from the previous strategic plan – mediated by realities of the COVID 19 pandemic.	
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