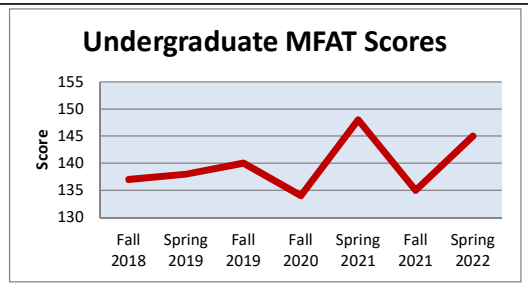
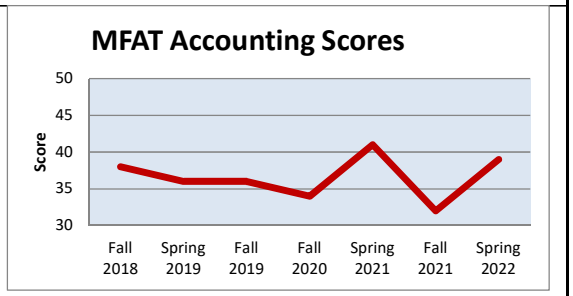
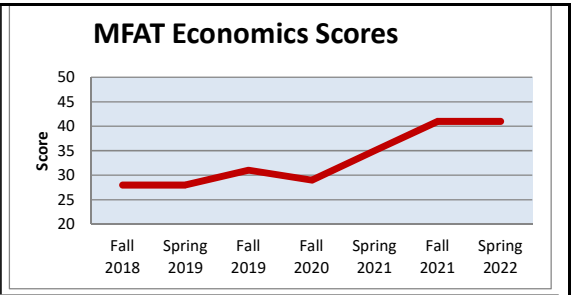
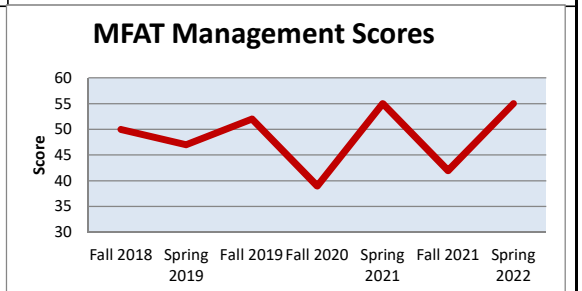
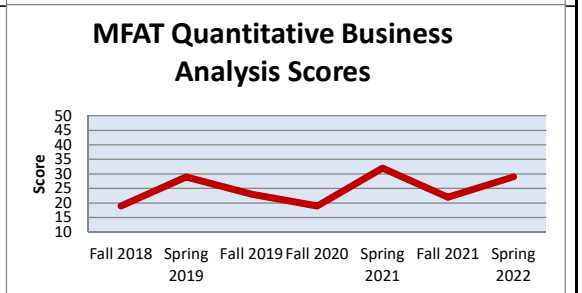
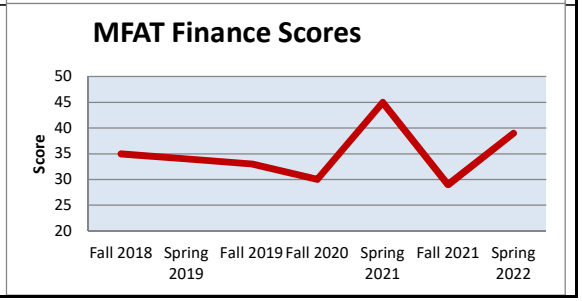
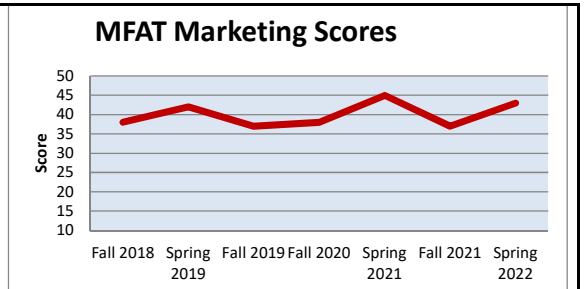
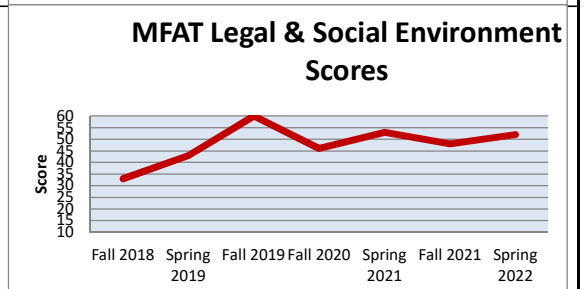
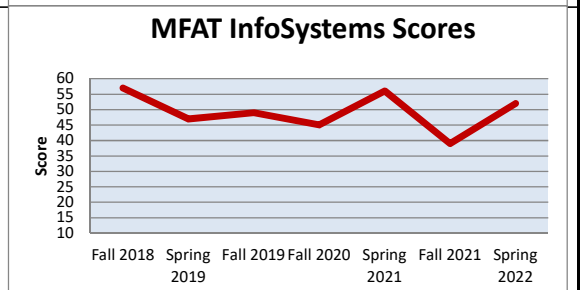
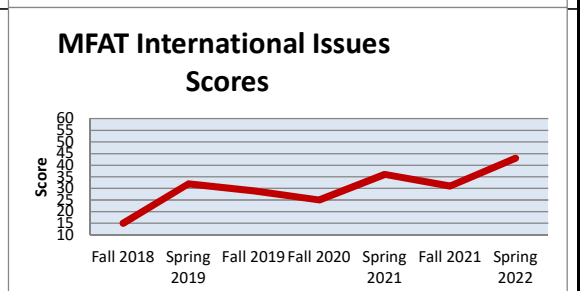
Standard #4 Measurement and Analysis of Student Learning and Performance

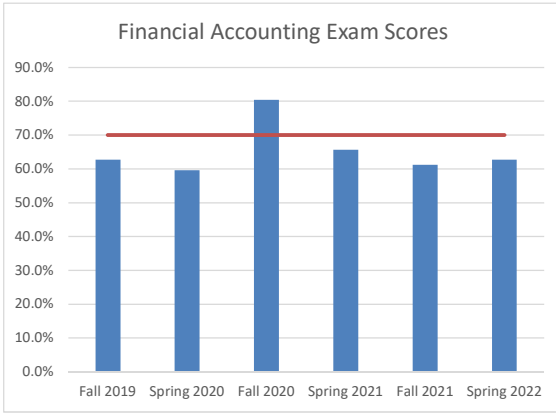
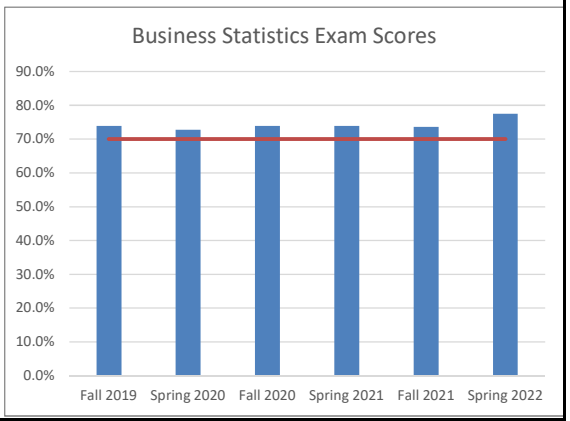
Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

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 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.

		Analysis of Results			
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**				
Knowledge of foundation areas in undergraduate program. Goal: Students will score equal or above the national average of 150	Summative, External. Comparative Data derived from Major Field Assessment Test. Percentage correct of total score.	Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	There is a need for continuous imrpvement.Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Review of course syllabi to include all MFAT topics. Increased use of LMS platform to support courses. Uploaded syllabi, videos, documents, etc.	
Knowledge of CPC subects in undergraduate program. Goal: Students will score equal or above the national average in each area..	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in accounting.	The goal is not yet achieved.Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Continuous improvement needed. Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Review and revise course syllabi to include all topics from the MFAT.Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	

Knowledge of CPC subects in undergraduate program.Goal: Students will score equal or above the national average in each area..	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Economics.	The goal is not yet achieved.Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Continuous improvement needed. Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Review and revise course syllabi to include all topics from the MFAT.IIncreased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	
Knowledge of CPC subects in undergraduate program Goal: Students will score equal or above the national average in each area.	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Management.	The goal is not yet achieved.Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Continuous improvement needed. Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Review and revise course syllabi to include all topics from the MFAT. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	
Knowledge of CPC subects in undergraduate program Goal: Students will score equal or above the national average in each area..	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Quantitative Methods.	Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Continuous improvement needed.Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Review and revise course syllabi to include all topics from the MFAT.Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	
Knowledge of CPC subects in undergraduate program.Goal: Students will score equal or above the national average in each area.	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Finance.	Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Review and revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	

Knowledge of CPC subects in undergraduate program. Goal: Students will score equal or above the national average in each area.	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Marketing.	Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	
Knowledge of CPC subects in undergraduate program. Goal: Students will score equal or above the national average in each area..	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Legal and social environment.	Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	
Knowledge of CPC subects in undergraduate program. Goal: Students will score equal or above the national average in each area..	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in Information Systems.	Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	
Knowledge of CPC subects in undergraduate program. Goal: Students will score equal or above the national average in each area..	Summative, External. Comparative Data derived from Major Field Assessment Test scores for nine CPC subject areas. Percentage correct in International Issues.	Scores in the Spring cohort have been increasing and moving closer to the benchmark. However, scores in the fall remain low.	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Revise course syllabi. Increased use of LMS platform to support course. Uploaded syllabi, videos, documents, etc.	

Knowledge of CPC subject areas (undergraduate) in Economics, Management, Marketing, Accounting and statistics. Goal: Seventy percent of students will score 70 percent or above. .	Normative, Internal. Comparative Data derived from selected examination in accounting. .	A goal of seventy percent of students scoring 70 percent or above met only in fall 2020.	The student learning outcome in accounting was generally about 60%. Need more improvement in student learning.	Revised the course syllabus to include more applications and use of technology.	
Knowledge of CPC subject areas (undergraduate) in Economics, Management, Marketing, Accounting and statistics. Goal: Seventy percent of students will score 70 percent or above. .	Normative, Internal. Comparative Data derived from selected examination in business statistics. .	The goal of seventy percent of students scoring 70 percent or above was met every semester.	Business students gained proficiency in statistics and its applications.	Business Faculty communicate with Statistics faculty to know about effective teaching techniques.