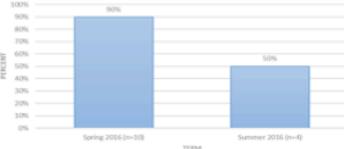


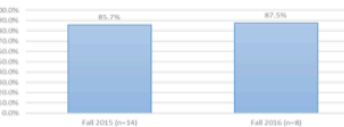


**Standard #4 Measurement and Analysis of Student Learning and Performance**

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

Performance Indicator	Definition												
<b>1. Student Learning Results</b>	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.												
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												
LO5(Microeconomics)- Demonstrate the ability to conduct a supply and demand analysis of an event/situation reported in a news article. At least 80% of students perform at level 3 or higher.	Direct, Formative, Internal, comparative, same assignment, same professor, same format(web-based). The instrument used was a rubric that assessed the student's ability to relate a real world situation to an economic theory and to conduct a graphical analysis of the events via an analysis paper with supply-demand graph. The rubric uses a four-point scale, where 4-Excellent, 3-Good, 2-Fair, and 1-Poor across four categories. Each scale correspond to a range of points which in total equal 100. The percentage of 100 that the student received was multiplied by 4 to arrive at their final rubric score. The graph show the percentage of students who received at least a 3 or higher as their final score for Fall 2015, Spring 2016, and Summer 2016.	The goal of achieving at least 80% of students perform at level 3 of higher was achieved during Fall 2015 and Spring 2016 but not in Summer 2016.	The instructor reported that the low sample size (n = 11) during Summer 2016 may have been a factor and that the average rubric score was similar to that of Spring 2016. Another influential factor may have been the shorter 8-week term during the Summer.	The instructor reported the idea of introducing a template to ensure students do not deviate from the goal of the assignment and lose points unnecessarily.	LO5: Demonstrate the ability to conduct a supply and demand analysis of an event/situation reported in a news article. Microeconomics-Web-based Analysis Paper with Supply-Demand Graph (Percent receiving 3 or higher) <table border="1"> <caption>LO5: Microeconomics-Web-based Analysis Paper with Supply-Demand Graph</caption> <thead> <tr> <th>TERM</th> <th>Percent receiving 3 or higher</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 (n=13)</td> <td>83.3%</td> </tr> <tr> <td>Spring 2016 (n=16)</td> <td>87.5%</td> </tr> <tr> <td>Summer 2016 (n=11)</td> <td>72.7%</td> </tr> </tbody> </table>	TERM	Percent receiving 3 or higher	Fall 2015 (n=13)	83.3%	Spring 2016 (n=16)	87.5%	Summer 2016 (n=11)	72.7%
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Spring 2016 (n=16)	87.5%												
Summer 2016 (n=11)	72.7%												
LO5(Business Statistics)-Use statistical software as available. At least 80% of students perform at level 3 or higher.	Direct, Formative, Internal, comparative, same assignment, same professor, same format. The instrument used was a rubric that assessed the student's ability to use MS Excel for statistics via in-class activities. The rubric uses a four-point scale, where 4-Excellent, 3-Good, 2-Fair, and 1-Poor across four categories. Each scale correspond to a range of points which in total equal 100. The percentage of 100 that the student received was multiplied by 4 to arrive at their final rubric score. The graph show the percentage of students who received at least a 3 or higher as their final score for Spring 2016 and Fall 2016.	The goal of achieving at least 80% of students perform at level 3 of higher was achieved during both terms	The instructor reported that the evaluation was not rigorous enough which is why most students performed high.	Provide more time towards working software but introduce a more rigorous evaluation of students' performance.	LO5: Use statistical software as available Business Statistics In-class Activities with MS Excel (Percent receiving 3 or higher) <table border="1"> <caption>LO5: Business Statistics In-class Activities with MS Excel</caption> <thead> <tr> <th>TERM</th> <th>Percent receiving 3 or higher</th> </tr> </thead> <tbody> <tr> <td>Spring 2016 (n=13)</td> <td>100%</td> </tr> <tr> <td>Fall 2016 (n=13)</td> <td>92.3%</td> </tr> </tbody> </table>	TERM	Percent receiving 3 or higher	Spring 2016 (n=13)	100%	Fall 2016 (n=13)	92.3%		
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LO5(Principles of Finance)-Prepare a ratio analysis of a company and compare its performance to other companies in its industry. At least 80% of students perform at level 3 or higher.	Direct, Formative, Internal, comparative, same assignment, same professor, same format. The instrument used was a rubric that assessed the student's ability to prepare a ratio analysis of a company and compare its performance to other companies in its industry via a ratio analysis paper. The rubric uses a four-point scale, where 4-Excellent, 3-Good, 2-Fair, and 1-Poor across four categories. Each scale correspond to a range of points which in total equal 100. The percentage of 100 that the student received was multiplied by 4 to arrive at their final rubric score. The graph show the percentage of students who received at least a 3 or higher as their final score for Fall 2015 and Fall 2016.	The goal of achieving at least 80% of students perform at level 3 of higher was achieved during both terms	The instructor reported that the Fall 2015 cohort were exceptionally talented while three students in the 2016 cohort did not score well because of missing items.	The instructor will continue provide class time to work on assignment.	LO5: Prepare a ratio analysis of a company and compare its performance to other companies in its industry Principles of Finance Ratio Analysis Paper with tables (Percent receiving 3 or higher) <table border="1"> <caption>LO5: Principles of Finance Ratio Analysis Paper with tables</caption> <thead> <tr> <th>TERM</th> <th>Percent receiving 3 or higher</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 (n=20)</td> <td>100%</td> </tr> <tr> <td>Fall 2016 (n=19)</td> <td>89.5%</td> </tr> </tbody> </table>	TERM	Percent receiving 3 or higher	Fall 2015 (n=20)	100%	Fall 2016 (n=19)	89.5%		
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<p>LO1(Principles of Management)-Ability to demonstrate leadership competencies (D &amp; M). At least 80% of students perform at level 3 or higher.</p>	<p>Direct, Formative, Internal, comparative, same assignment, same professor, same format. The instrument used was a rubric that assessed the student's ability to demonstrate leadership competencies via a paper on taxonomy. The rubric uses a four-point scale across categories. The graph show the percentage of students who received at least a 3 or higher as their final score for Fall 2015 and Fall 2016.</p>	<p>The goal of achieving at least 80% of students perform at level 3 of higher was achieved during Spring 2016 but not Summer 2016</p>	<p>The instructor reported during Summer 2016 two students completed the assignment without any problems and on time. The other two students were unsure of how to go about doing the assignment even after the example was given to them.</p>	<p>The instructor will introduce the taxonomy early in the semester and will refer to it throughout the semester so that the students become familiar with what the taxonomy lesson is all about.</p>	<table border="1"> <caption>LO1: Ability to demonstrate leadership competencies</caption> <thead> <tr> <th>TERM</th> <th>PERCENT</th> </tr> </thead> <tbody> <tr> <td>Spring 2016 (n=10)</td> <td>90%</td> </tr> <tr> <td>Summer 2016 (n=4)</td> <td>50%</td> </tr> </tbody> </table>	TERM	PERCENT	Spring 2016 (n=10)	90%	Summer 2016 (n=4)	50%
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Summer 2016 (n=4)	50%										
<p>LO4(Strategic Management)-Ability to integrate strategies within overall organizational context. At least 80% of students perform at level 3 or higher.</p>	<p>Direct, Formative, Internal. The instrument used was a rubric that assessed the student's ability to integrate strategies within overall organizational context. The particular assignment was a project to create a strategic plan for a viable business in Northern New Mexico via a project. The rubric uses a four-point scale across categories and was presented with the assignment. A guide and an assignment schedule were coordinated with topics in the text. The graph show the percentage of students who received at least a 3 or higher as their final score for Fall 2015.</p>	<p>The goal of achieving at least 80% of students perform at level 3 of higher was achieved.</p>	<p>The instructor reported students met outside of class and presented a synopsis of their progress to the class every week at the beginning and then every three weeks. The instructor also changed the assignment topics to complement the planning phases as the projects developed and strategies changed.</p>	<p>For future courses part of the assignment process would include presenting their proposals to an audience in the local and state business communities, state agencies that encourage entrepreneurs and small business, chambers of commerce, the SBA, etc.; schedule a community leader directly connected to the Economic Strategic Committee for the development of Northern New Mexico for the next 30 years. What the current economic climate is and how it will look in 2045.</p>	<table border="1"> <caption>LO4: Ability to integrate strategies within Overall Organizational Context</caption> <thead> <tr> <th>TERM</th> <th>PERCENT</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 (n=11)</td> <td>100%</td> </tr> </tbody> </table>	TERM	PERCENT	Fall 2015 (n=11)	100%		
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<p>LO5(Principles of Project Management)-Summarize the PMI's Guide to the Project Management Body of Knowledge (PMBOK), including its process groups and knowledge areas and summarize the common vocabulary and terms used within the project management profession. At least 80% of students perform at level 3 or higher.</p>	<p>Direct, Formative, Internal, comparative, same assignment, same professor, same format. The instrument used was a rubric that assessed the student's ability to summarize the PMI's Guide to the Project Management Body of Knowledge (PMBOK) in a team setting via a team project. The rubric uses a four-point scale, where 4-Exceptional, 3-Meets Expectations, 2-Needs Improvement, and 1-Unacceptable across four categories. The graph show the percentage of students who received at least a 3 or higher as their final score for Fall 2015 and Fall 2016.</p>	<p>The goal of achieving at least 80% of students perform at level 3 of higher was achieved during both terms</p>	<p>The instructor reported that he should initiate the final project earlier in the course and use a team charter to get student teams functioning together much earlier than the last month of the course.</p>	<p>Identify student teams, and use a team charter as an early assignment during the first month of the course</p>	<table border="1"> <caption>LO5: Summarize the PMI's Guide to the Project Management Body of Knowledge (PMBOK)</caption> <thead> <tr> <th>TERM</th> <th>PERCENT</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 (n=9)</td> <td>81.8%</td> </tr> <tr> <td>Fall 2016 (n=12)</td> <td>80.0%</td> </tr> </tbody> </table>	TERM	PERCENT	Fall 2015 (n=9)	81.8%	Fall 2016 (n=12)	80.0%
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<p>LO5(Project Communications and Stakeholder Management)-Recall and apply key project leadership and HR management terms, processes, tools and techniques. At least 80% of students perform at level 3 or higher.</p>	<p>Direct, Formative, Internal, comparative, similar assignment, same professor, same format. The instrument used was a rubric that assessed the student's ability to Recall and apply key project leadership and HR management terms, processes, tools and techniques via quizzes, essays, blogs, and final exam. The rubric uses a four-point scale, where 4-Exceptional, 3-Meets Expectations, 2-Needs Improvement, and 1-Unacceptable across four categories. The graph show the percentage of students who received at least a 3 or higher as their final score for Fall 2015 and Fall 2016.</p>	<p>The goal of achieving at least 80% of students perform at level 3 of higher was achieved during both terms</p>	<p>The instructor reported two students received significantly lower scores which brought the overall score down in Fall 2015.</p>	<p>Need to intervene early with students who do not participate in class and introduce more teaming exercises to emphasize team work as a primary work approach in the working environment. Identify student teams, and use a team charter as an early assignment during the first month of the course</p>	<table border="1"> <caption>LO5: Recall terms, processes, tools, techniques</caption> <thead> <tr> <th>TERM</th> <th>PERCENT</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 (n=14)</td> <td>85.7%</td> </tr> <tr> <td>Fall 2016 (n=8)</td> <td>87.5%</td> </tr> </tbody> </table> <p>Note: Assessment instruments differed between terms</p>	TERM	PERCENT	Fall 2015 (n=14)	85.7%	Fall 2016 (n=8)	87.5%
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