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

Use this table to supply data for Criteria 4.2 (Figure 4.2 in text). In a nutshell:

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results</td>
<td>An assessment of student performance that measures a specific outcome of instruction. Examples include an assessment of student learning at introductory, intermediate, and advanced levels. It should include the following:</td>
</tr>
<tr>
<td>Direct</td>
<td>Assessing student performance by examining samples of student work.</td>
</tr>
<tr>
<td>Indirect</td>
<td>Assessing student performance without student interaction by using tests, surveys, or other means of student self-assessment.</td>
</tr>
<tr>
<td>Criterion-referenced assessment</td>
<td>An assessment designed to indicate the level of achievement of students relative to predetermined achievement standards.</td>
</tr>
<tr>
<td>Instrument</td>
<td>An assessment instrument that can be used to develop student performance.</td>
</tr>
</tbody>
</table>

#### Analysis of Results

- **L05(A) (Academic)****:**
  - Demonstrates the ability to conduct a study and demand analysis of an event or situation reported in the news article. At least 60% of students perform at level 3 or higher.
  - **Performance Measure:** Direct, Formative, External, Comparative
  - **Measurable Goal:** Identify type of instrument (direct, formative, external, comparative).
  - **Current Results:** The goal of achieving at least 60% of students perform at level 3 or higher was achieved during Fall 2019 and Spring 2019 but not in Summer 2019.
  - **Analysis of Results:** The goal of achieving at least 60% of students perform at level 3 or higher was achieved during Fall 2019 and Spring 2019 but not in Summer 2019.
  - **Action Taken or Improvement Made:** The instructor reported that the low performance level (v < 1) during Summer 2019 may have been a factor that the average grade was similar to that of Fall 2019. Another influential factor may have been the shorter week term during the Summer.

- **L06(B) (Business Statistics):**
  - Use statistical software as available. At least 96% of students at level 3 or higher.
  - **Performance Measure:** Direct, Formative, Internal, Comparative
  - **Measurable Goal:** Identify type of instrument (direct, formative, internal, comparative).
  - **Current Results:** The goal of achieving at least 96% of students perform at level 3 or higher was achieved during both terms.
  - **Analysis of Results:** The goal of achieving at least 96% of students perform at level 3 or higher was achieved during both terms.
  - **Action Taken or Improvement Made:** The instructor reported that the content was not rigorous enough which is why most students performed high.

- **L07(P) (Principles of Finance):**
  - Prepare a ratio analysis of a company and compare its performance to other companies in the industry. At least 90% of students perform at level 3 or higher.
  - **Performance Measure:** Direct, Formative, Internal, Comparative
  - **Measurable Goal:** Identify type of instrument (direct, formative, internal, comparative).
  - **Current Results:** The goal of achieving at least 90% of students perform at level 3 or higher was achieved during both terms.
  - **Analysis of Results:** The goal of achieving at least 90% of students perform at level 3 or higher was achieved during both terms.
  - **Action Taken or Improvement Made:** The instructor reported that the Fall 2015 cohort were exceptionally talented which made students in the 2016 cohort did not score well because of missing time.

### Insert Graphs or Tables of Reaching Trends

- **L03:** Demonstrate the ability to conduct a supply and demand analysis of an event situation reported in a news article. Microeconomic Web-based Analysis Paper with Supply-Demand Graph (Percent receiving 3 or higher)

- **L05:** Use statistical software as available. Business Statistics Web-based Analysis Paper with Supply-Demand Graph (Percent receiving 3 or higher)
LO1 (Principles of Management): Ability to demonstrate leadership competencies (D & V). At least 80% of students perform at level 3 or higher.

- The goal of achieving at least 80% of students perform at level 3 or higher as their final score for Fall 2015 and Fall 2016.

LO2 (Strategic Management): Ability to integrate strategies within a multi-functional context. At least 80% of students perform at level 3 or higher.

- The goal of achieving at least 80% of students perform at level 3 or higher as their final score for Fall 2015 and Fall 2016.

LO3 (Principles of Project Management): Summary of the PMBOK Guide to the Project Management Body of Knowledge (PMBOK). At least 80% of students perform at level 3 or higher.

- The goal of achieving at least 80% of students perform at level 3 or higher as their final score for Fall 2015 and Fall 2016.

LO4 (Project Communications and Stakeholder Management): Retell and apply key project leadership and HR management terms, processes, tools and techniques. At least 80% of students perform at level 3 or higher.

- The goal of achieving at least 80% of students perform at level 3 or higher as their final score for Fall 2015 and Fall 2016.
LO3 (Strategic Management): Ability to integrate strategies within overall organizational context. At least 60% of students perform at level 3 or higher.

Direct, Formative, Internal, Comparative, same assignment, same professor, same format. The instructor used the same assignment that assessed the student’s ability to integrate strategies within overall organizational context. The goal was to have at least 60% of students perform at level 3 or higher. The instructor reported that at least 60% of students performed at level 3 or higher, as their final score for Fall 2015 and Fall 2016.