

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	<p>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:</p> <p>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.</p>																			
	Analysis of Results																			
Performance Measure	What is your measurement instrument or process? Do not use grades.	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																			
Bachelor of Science in Human Resource Management Program (BS-HRM)																				
<p>Performance Measure ADP B.S.in HRM students will demonstrate effective oral communications in their business areas of influence.</p> <p>Measurable Goal The average performance for Students will be 90% or higher</p>	<p>Measurement Instrument Random selection of graded class presentations from core HR classes in the BS-HRM program. The measures are direct, formative, internal and comparative data.</p>	<p>Current Results Students achieved benchmark results averages to measure effective oral communication in their business areas of influence.</p>	<p>Analysis of Results A marginal drop in grades may indicate a tighter focus on the established criteria and heightened awareness of the importance of developmental feedback to our students.</p>	<p>Action Taken or Improvement Made The HRM program has placed more emphasis on consistency and reliability of student feedback and class presentations through the utilization of uniform and standard rubric assessment tools and feedback to every student on performance improvement and development ideas. A marginal drop in grades may indicate a tighter focus on the established criteria and heightened awareness of the importance of developmental feedback to our students.</p> <p>This emphasis in consistency and reliability will be reinforced among all instructors in 2018 adjunct meetings and workshops.</p> <p>The HM Program Director has attended a writing workshop offered by the Lindenwood Writing Center and adjunct faculty were given a presentation at the 8/11/2018 Adjunct Faculty Conference.</p> <p>Efforts are on-going to develop a standard rubric for Health Management.</p>	<div style="text-align: center;"> <p>Formative Assessments of Effective Oral Communication</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Formative Assessments of Effective Oral Communication Data</caption> <thead> <tr> <th>Year</th> <th>Average</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2014 - 15</td> <td>89.5</td> <td>80.0</td> </tr> <tr> <td>2015 - 16</td> <td>93.5</td> <td>80.0</td> </tr> <tr> <td>2016 - 17</td> <td>94.5</td> <td>80.0</td> </tr> <tr> <td>2017 - 18</td> <td>90.5</td> <td>80.0</td> </tr> </tbody> </table> </div>	Year	Average	Benchmark	2014 - 15	89.5	80.0	2015 - 16	93.5	80.0	2016 - 17	94.5	80.0	2017 - 18	90.5	80.0
Year	Average	Benchmark																		
2014 - 15	89.5	80.0																		
2015 - 16	93.5	80.0																		
2016 - 17	94.5	80.0																		
2017 - 18	90.5	80.0																		

Master of Science in Human Resource Management Program (MS-HRM)

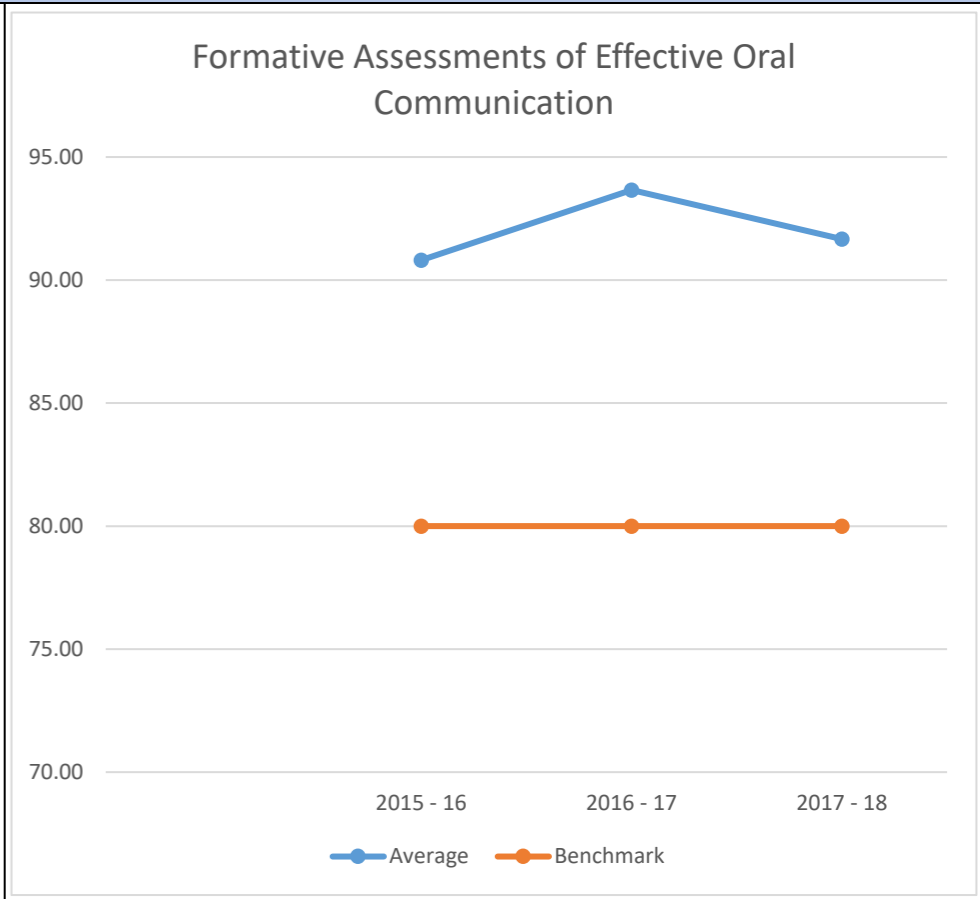
Performance Measure
ADP M.S.in HRM students will demonstrate effective oral communications in their business areas of influence.
Measurable Goal
The average performance for Students will be 90% or higher

Measurement Instrument
Random selection of graded class presentations from core HR classes in the MS-HRM program. The measures are direct, formative, internal and comparative data.

Current Results
Students achieved benchmark results averages to measure effective oral communication in their business areas of influence.

Analysis of Results
The criteria met based on the focus for understanding cultural differences and integrating and training new workers from different cultures which will be necessary for the safe production and distribution of products and services in a global marketplace.

Action Taken or Improvement Made
ADP students work every day in real life business settings and bring their experience, maturity and confidence to the classroom. Class presentations reflect this awareness and understanding and continue to improve from meaningful instructor feedback.



Master of Business Administration Program (MBA)

Performance Measure
Assessment results of the presentation components of case study analysis assignments.
Measurable Goal
The MBA students from ADP will demonstrate effective communication in a business environment. The average performance for students on the presentation components of the term paper will be 90% or higher.

Measurement Instrument
Case study analysis assignments completed in the Graduate Business Policies and Strategies Capstone (IBA 60100), measured by indices from average delivery scores of presentation rubrics. The measures are direct, summative, internal and comparative data.

Current Results
Students achieved benchmark results.

Analysis of Results
The results directionally indicated that students generally met this learning outcome. Grades continued to be high, though showing significant signs of improvement after implementing our revised rubric. (Please note that this ADP MBA learning outcome includes all types of communication. Only oral communication is reported here. The written communication is reported in the Standard 4 Table c.)

Action Taken or Improvement Made
The results directionally indicated that students generally met this learning outcome on oral communication. Grades continued to be high, though showing significant signs of improvement after implementing our revised rubric.

Other plans may include training our instructors to provide better effective feedback to reduce disparity of results between external and internal assessments and between sections.

