

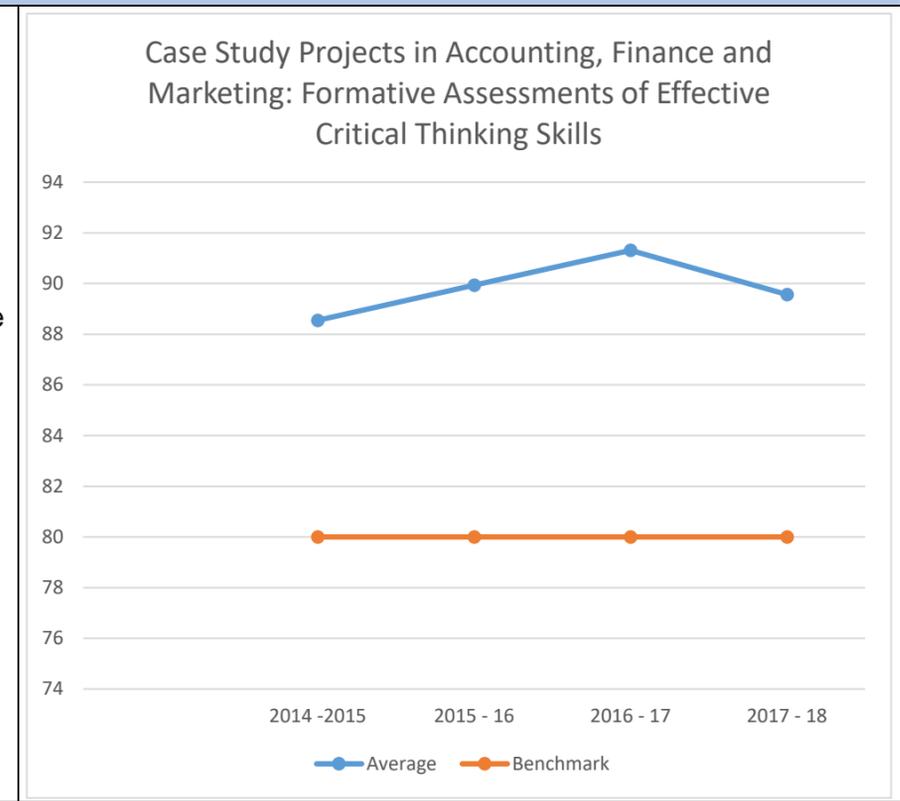
Standard #4 Measurement and Analysis of Student Learning and Performance

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?	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 Health Management Program (BS-HM)																										
Performance Measure ADP B.S.in HM students will demonstrate effective critical thinking skills. . Measurable Goal The average performance for students will be 85 % or higher	Measurement Instrument Students will analyze case studies in the Capstone course and will be assessed according to a previously-distributed rubric. Analysis scores will be averaged and sent to the Program Director at the end of each quarter. The measures are direct, formative, internal and comparative data.	Current Results Students achieved benchmark results.	Analysis of Results Students achieved benchmark results. There is still some apparent grade inflation.	Action Taken or Improvement Made Health Management is developing a pilot end-of-cluster examine that will help measure student proficiency across the Health Management curriculum. Consistent grading rubrics that are in development will be a key in bringing apparent grade inflation under control.	<div style="text-align: center;"> <p>Capstone Project Average Percent Score: Summative Assessments of Effective Critical Thinking Skills</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Capstone Project Average Percent Score Data</caption> <thead> <tr> <th>Term</th> <th>Average Score</th> <th>Benchmark Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>94</td> <td>85</td> </tr> <tr> <td>Winter 2017</td> <td>90</td> <td>85</td> </tr> <tr> <td>Summer 2017</td> <td>100</td> <td>85</td> </tr> <tr> <td>Fall 2017</td> <td>97</td> <td>85</td> </tr> <tr> <td>Winter 2018</td> <td>91</td> <td>85</td> </tr> <tr> <td>Spring 2018</td> <td>97</td> <td>85</td> </tr> </tbody> </table> </div>	Term	Average Score	Benchmark Score	Fall 2016	94	85	Winter 2017	90	85	Summer 2017	100	85	Fall 2017	97	85	Winter 2018	91	85	Spring 2018	97	85
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Master of Science in Human Resource Management Program (MS-HRM)

<p>Performance Measure ADP M.S.in HRM students will demonstrate the ability to utilize critical thinking skills in the business areas of HRM. Measurable Goal The average performance for students will be 80 % or higher</p>	<p>Measurement Instrument Assessment of student's scores from a random sample of accounting, marketing and finance class case study projects in the MS-HRM program. The measures are direct, formative, internal and comparative data.</p>	<p>Current Results Students achieved benchmark results</p>	<p>Analysis of Results The criteria met based on a much greater emphasis on the domains of traditional business disciplines of marketing, accounting, finance and economics as an essential skill of the HR Professional. These results indicate that most of our students are prepared for this discourse in the classroom and in their organizations.</p>	<p>Action Taken or Improvement Made The Master's program has placed a much greater emphasis on the domains of traditional business disciplines of marketing, accounting, finance and economics as an essential skill of the HR Professional. In 2015, an HR Economics cluster was added to the core program to emphasize the utilization of metrics and measurement of the economic value added (EVA) of HR processes and systems to overall business performance. These results indicate that most of our students are prepared for this discourse in the classroom and in their organizations.</p>
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Bachelor of Science in Business Administration Program (BS-BA)

<p>Performance Measure Assessment results of A team case analysis. Measurable Goal The BS-BA students from ADP will recommend effective strategy utilizing critical thinking skills in business area.. The average performance for students on the presentation components of the term paper will be 80% or higher.</p>	<p>Measurement Instrument A team case analysis in the Undergraduate Administration Capstone (IBA 48900). The measures are direct, summative, internal and comparative data.</p>	<p>Current Results Students achieved benchmark results.</p>	<p>Analysis of Results The results directionally indicated that students generally met this learning outcome.</p>	<p>Action Taken or Improvement Made None of our instructors turned in requested filled-in standardized grading rubrics spreadsheets this academic year. We are piloting a project for our instructors to electronically fill in the standardized rubric spreadsheets. We also plan to provide video training for the electronic activities. We continue to seek ways to make our assessment more meaningful. Disparity of learning outcome results between sections, however, had reduced. In addition, grading inflation seemed gradually reduced. Other future strategic plans may include training our instructors to provide better effective feedback.</p>
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