

## 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>	<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																																
<b>Bachelor of Science in Business Administration Program (BS-BA)</b>																																	
<p><b>Performance Measure</b> Assessment results in ETS Major Field Test (MFT) Business.</p> <p><b>Measurable Goal</b> The BS-BA students from the School of Accelerated Degree Programs (ADP) demonstrate knowledge of business functional principles by scoring their total mean scores within one standard deviation of the national comparative total mean scores.</p>	<p><b>Measurement Instrument</b> The ETS Major Field Test (MFT), Business, administered in the Undergraduate Business Administration Capstone (IBA 48900) on a quarterly basis, is a direct, summative, external, and comparative measure.</p>	<p><b>Current Results</b> The ADP BS-BA students scored within one standard deviation.</p>	<p><b>Analysis of Results</b> The quarterly data showed that the ADP BS-BA students met this student learning outcome with gradually upward trends. The performance consistency is also improved comparing to the results reported in our last QAR.</p>	<p><b>Action Taken or Improvement Made</b> Student Support Liaisons, in addition to Student Success Center and Quantitative Learning Center, may have been helpful in tutoring and coaching students at our satellite sites to improve their study, math, and writing skills and assisting instructors after business hours. They reported instructors who let students out early so that program directors intervened to improve teaching quality. Thus, academic environment have been more conducive. We also piloted a different MFT Business test which was modifiable to fit our curriculum to better measure this learning outcome. We, moreover, plan to count the MFT score as a small grading component toward final grade to improve students' seriousness in taking the new MFT test.</p>	<div style="text-align: center;"> <p>MFT-Business: Summative Assessment of Knowledge of Business Functional Principles</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>MFT-Business: Summative Assessment of Knowledge of Business Functional Principles</caption> <thead> <tr> <th>Term</th> <th>Mean</th> <th>Comparative Mean</th> <th>1 Std. Dev below Comparative mean</th> </tr> </thead> <tbody> <tr> <td>Summer 2016</td> <td>140</td> <td>151.5</td> <td>138</td> </tr> <tr> <td>Fall 2016</td> <td>140</td> <td>151.5</td> <td>138</td> </tr> <tr> <td>Winter 2017</td> <td>144</td> <td>151.5</td> <td>138</td> </tr> <tr> <td>Spring 2017</td> <td>140</td> <td>151.5</td> <td>138</td> </tr> <tr> <td>Summer 2017</td> <td>142</td> <td>151.5</td> <td>138</td> </tr> <tr> <td>Fall 2017</td> <td>143</td> <td>151.5</td> <td>138</td> </tr> </tbody> </table> </div>	Term	Mean	Comparative Mean	1 Std. Dev below Comparative mean	Summer 2016	140	151.5	138	Fall 2016	140	151.5	138	Winter 2017	144	151.5	138	Spring 2017	140	151.5	138	Summer 2017	142	151.5	138	Fall 2017	143	151.5	138
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**Master of Business Administration Program (MBA)**

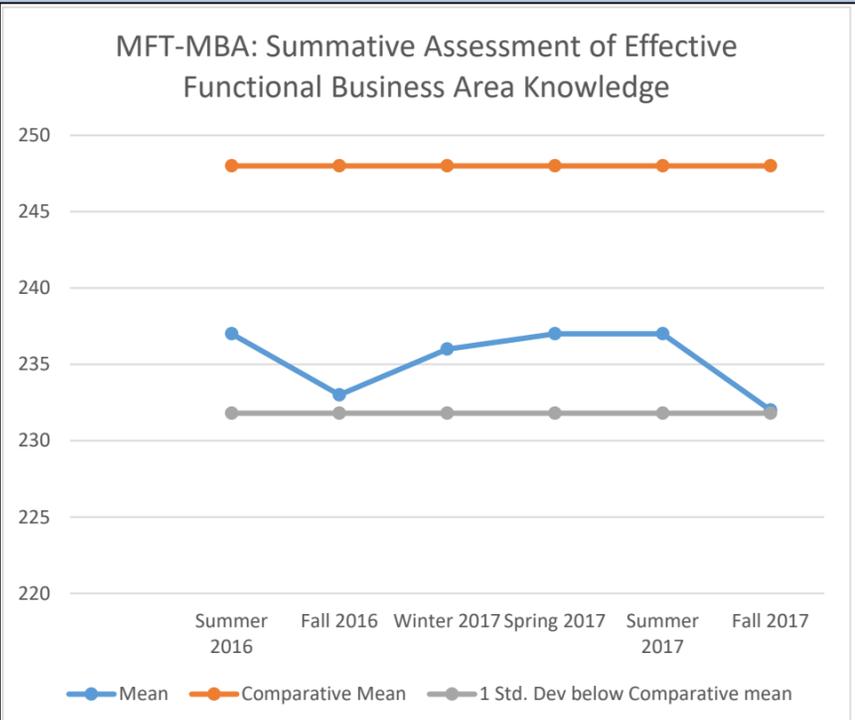
**Performance Measure**  
Assessment results in ETS Major Field Test (MFT) MBA.  
**Measurable Goals** The MBA students from ADP integrate effective functional business area knowledge by scoring their total mean scores within one standard deviation of the national comparative total mean scores.

**Measurement Instrument**  
The ETS Major Field Test (MFT), MBA, administered in the Graduate Business Administration Capstone (IBA 60100) on a quarterly basis, is a direct, summative, external, internal and comparative measure.

**Current Results**  
The ADP MBA students scored within one standard deviation.

**Analysis of Results**  
The quarterly data showed that the ADP MBA students' performance is apparently improved, comparing to the results in last QAR, as they met this student learning outcome in every observed quarter, though with cyclical trends.

**Action Taken or Improvement Made**  
ADP Student Support Liaisons, Quantitative Learning Center and Student Success Center mostly have been at the undergraduate level. Thus, student academic support at the graduate level will be crucial in improving the MBA students' performance consistencies. We are forming an advisory council to assist us in the directions for improvement. We also piloted a different MFT MBA test which was modifiable to fit our curriculum to better measure this learning outcome. We, moreover, plan to count the MFT score as a small grading component toward final grade to improve students' seriousness in taking the new MFT test.



**Performance Measure**  
Means of Percent Correct from Standardized Questions Results  
**Measurable Goals** The MBA students from ADP integrate effective functional business area knowledge by scoring their means of percent correct of 80% or better. This is a direct, formative and internal assessment.

**Measurement Instrument**  
Standardized embedded questions in three core graduate business clusters, Accounting (IBA 51010/51011/51200), Finance (IBA 53000/53100/53200) & Marketing (IBA 55020/55100/55200) and used results as assessment indicators for means of percent correct by subjects.

**Current Results**  
The ADP MBA students' means of percent correct is 87% in the Graduate Marketing, 70% in the Graduate Finance and 49.5% in the Graduate Accounting.

**Analysis of Results**  
While the ADP MBA students' aggregate performance has improved as MFT-MBA results is discussed, means of percent correct helped indicate various levels of students' masteries by subjects, thus strengths and weaknesses of the program.

**Action Taken or Improvement Made**  
While the results were mixed, this was a good start for formative assessment of this learning outcome. The findings will help us with curriculum designs to improve students' masteries of all-around functional business area knowledge. The results will also provide directions for us to connect and utilize our advisory council. Lowering the bar may also be possible, given the nature of standardized tests, since average standardized test results normally lower than regular classroom tests. The results also indicated that encouragement for students to be more comfortable with critical thinking and quantitative representations in the new academic year may be useful in taking our program to the next higher-order level.

