

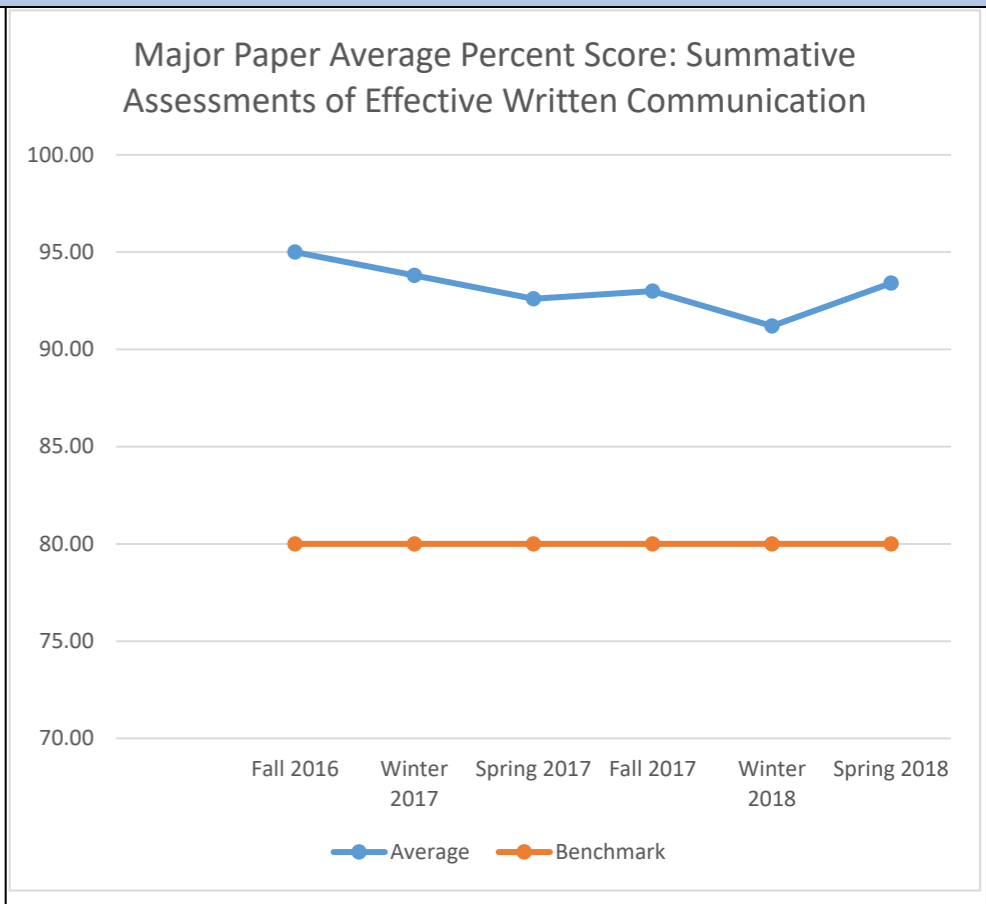
Standard #4 Measurement and Analysis of Student Learning and Performance

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 Health Management Program (BS-HM)																							
Performance Measure BS in Health Management students will demonstrate effective written communication in health management. Measurable Goal The average performance for Students will be 80% or higher	Measurement Instrument Students will write a substantial paper in every Health Management cluster that will be assessed according to a previously-distributed rubric. Scores will be averaged and sent to the Program Director at the conclusion of each quarter. The measures are direct, summative, internal and comparative data.	Current Results Students achieved benchmark results averages to measure effective written communication. The averages for papers were: 2016 - 2017 academic year - 91.29%; summer 2017 – 92.94%; fall 2017 – 90.36%; winter 2018 – 89.23%; and, spring 2018 – 91%.	Analysis of Results Papers are still not at the level desired. There is still some apparent grade inflation.	Action Taken or Improvement Made Papers are still not at the level desired. There is still some apparent grade inflation. We will make great effort to incorporate Lindenwood Writing Center in both in-seat and online classes. We will continue to promote the use of Smarthinking to assist students in the writing process. 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. Efforts are on-going to develop a standard rubric for Health Management.	<p>Major Paper Average Percent Score: Summative Assessments of Effective Written Communication</p> <table border="1" style="display: none;"> <caption>Major Paper Average Percent Score: Summative Assessments of Effective Written Communication</caption> <thead> <tr> <th>Term</th> <th>Average Score</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2016 - 2017</td> <td>91.29%</td> <td>80.00%</td> </tr> <tr> <td>Summer 2017</td> <td>92.94%</td> <td>80.00%</td> </tr> <tr> <td>Fall 2017</td> <td>90.36%</td> <td>80.00%</td> </tr> <tr> <td>Winter 2018</td> <td>89.23%</td> <td>80.00%</td> </tr> <tr> <td>Spring 2018</td> <td>91.00%</td> <td>80.00%</td> </tr> </tbody> </table>	Term	Average Score	Benchmark	2016 - 2017	91.29%	80.00%	Summer 2017	92.94%	80.00%	Fall 2017	90.36%	80.00%	Winter 2018	89.23%	80.00%	Spring 2018	91.00%	80.00%
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Master of Science in Healthcare Administration Program (MS-HA)

<p>Performance Measure MS in Healthcare Administration students will demonstrate effective written communication based upon research paper, article review, and essay.</p> <p>Measurable Goal The average performance for students for final paper scores will be 80% or higher.</p>	<p>Measurement Instrument Students will write a substantial paper in every Healthcare Administration cluster that will be assessed according to a previously-distributed rubric. Scores will be averaged and sent to the Program Director at the conclusion of each quarter. The measures are direct, summative, internal and comparative data.</p>	<p>Current Results Students achieved benchmark results averages to measure effective written communication. The averages for papers were: Fall 2017 – 93.00%; winter 2018 – 91.20%; and, spring 2018 – 93.4%.</p>	<p>Analysis of Results The results of this assessment indicate a continued need for greater clarity of and focus on course requirements for adjunct faculty members. There is still some apparent grade inflation.</p>	<p>Action Taken or Improvement Made The results of this assessment indicate a continued need for greater clarity of and focus on course requirements for adjunct faculty member. This will include requiring the posting of program-wide rubrics in Canvas Learning Management System, and grading with the rubrics. Tool such as access to Lindenwood Writing Center staff has been provided to educate adjuncts on how to assess writing. This occurred at summer adjunct conference on Aug 11 2018. We anticipate results closer to the level desired in our future assessments.</p>
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Master of Business Administration Program (MBA)

<p>Performance Measure Assessment results of the writing components of a term paper.</p> <p>Measurable Goal The MBA students from ADP will demonstrate effective communication in a business environment. The average performance for students on the writing components of the term paper will be 80% or higher.</p>	<p>Measurement Instrument Students will write a substantial paper in the Economics and Information Science cluster that will be assessed according to a revised standardized rubric. The measures are direct, formative, internal and comparative data.</p>	<p>Current Results Students achieved benchmark results. The averages for assessed component of the paper were: Winter 2017 - 91.81%; Fall 2017 – 92.95%; winter 2018 – 85.48%; and, spring 2018 – 87.57%.</p>	<p>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 written communication is reported here. The oral communication is reported in the Standard 4 Table c.)</p>	<p>Action Taken or Improvement Made The results directionally indicated that students generally met this learning outcome on writing communication. Grades continued to be high, though showing significant signs of improvement after implementing our revised rubric.</p> <p>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</p>
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