


Standard #4 Measurement and Analysis of Student Learning and Performance (GBD)

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. 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). Add these to the description of the measurement instrument in column two. 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.

Performance Measure	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends preferred) (3-5 data points)		
Measurable goal	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					
Student Learning Outcome 1: Integrate the core competencies of business (i.e. management, marketing, finance, managerial accounting, strategy) to develop a strategic plan.	Method 1: External, Summative, and Comparative data from the Peregrine outbound masters exam.	A goal was set that students composite score will exceed national average. Students performance against the national average met desired outcomes. In a comparative analysis from 1/1/16- 6/30/17, MVNU students outperformed the ACBSP average and the Faith-Based Institutions average.	Outcome has been met.	Continue to monitor student performance.		
	Method 2: Direct, Summative, Internal data from the Strategic Management: Comprehensive Organizational Strategic Analysis	A goal was set that 90% of students will be deemed as outstanding or proficient on the standardized rubric. This goal was met during three of the four reporting periods.	Outcome has been met.	Continue to monitor student performance.		
Student Learning Outcome 2: Defend strategic integration decisions using problem-solving and critical thinking skills.	Method 1: Direct, Summative, Internal data from the Strategic Management: Comprehensive Organizational Strategic Analysis	A goal was set that 90% of students will be deemed as outstanding or proficient on the standardized rubric. This goal was met during three of the four reporting periods.	Outcome has been met.	Continue to monitor student performance.		
	Method 2: External, Summative, and Comparative data from Peregrine outbound exam scores in business integration and strategic management	A goal was set that students scores in the area of business integration and strategic management will exceed national average. Students performance against the national average met desired outcomes. In a comparative analysis from 1/1/16- 6/30/17, MVNU students outperformed the ACBSP average and the Faith-Based Institutions average in the area of business integration and strategic management.	Outcome has been met.	Continue to monitor student performance.		
Student Learning Outcome 3: Evaluate and determine organizational challenges based on relevant formal research and understanding of ethics and the legal environment.	Method 1: Direct, Summative, and Internal data from the Legal Issues in Management: Web Research Project Paper	A goal was set that 80% of students will be deemed as outstanding or proficient of the standardized rubric. This goal was exceeded in all reporting periods.	Outcome has been met.	Continue to monitor student performance.		
	Method 2: External, Summative, and Comparative data from Peregrine outbound exam scores in business ethics and the legal environment of business.	A goal was set that students scores in the areas of business ethics and the legal environment of business will exceed national average. Students performance against the national average met desired outcomes. In a comparative analysis from 1/1/16- 6/30/17, MVNU students outperformed the ACBSP average and the Faith-Based Institutions average in the areas of business ethics and the legal environment of business.	Outcome has been met.	Continue to monitor student performance.		

	<p>Method 3: Direct, formative, internal data from the Ethical Leadership: Week Four Ethics Paper</p>	<p>A goal was set that 80% of students will be deemed as outstanding or proficient of the standardized rubric. This goal was exceeded in all reporting periods.</p>	<p>Outcome has been met.</p>	<p>Continue to monitor student performance.</p>	<p style="text-align: center;">% OF STUDENTS DEEMED OUTSTANDING OR PROFICIENT ON THE WEEK FOUR ETHICS PAPER</p>  <table border="1" data-bbox="771 199 1079 283"> <thead> <tr> <th>Reporting Period</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>80%</td> </tr> <tr> <td>Summer 2016</td> <td>85%</td> </tr> <tr> <td>Fall 2016</td> <td>80%</td> </tr> <tr> <td>Spring 2017</td> <td>85%</td> </tr> </tbody> </table>	Reporting Period	% of Students	Spring 2016	80%	Summer 2016	85%	Fall 2016	80%	Spring 2017	85%	
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