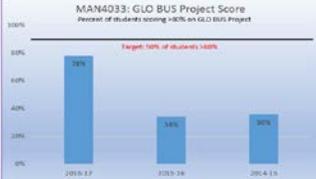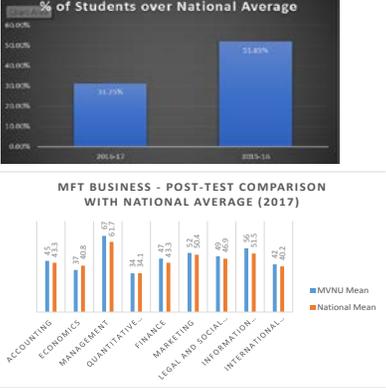## Standard #4 Measurement and Analysis of Student Learning and Performance
Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
1. Student Learning Results	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.

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **Do not use grades.** **(Indicate type of instrument) direct, formative, internal, comparative**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Student Learning Outcome 1: Explain the interrelationships of the functional business areas within organizations.	Method 1: Direct, Summative, External data derived from the GLO-BUS Project Average Score	A goal was set that 90% of students score >80% with the highest performance being that 78% of students scored greater than 80%. This was significant improvement over the past years.	Evaluated course learning outcomes and instructional support given to students during the GLO-BUS project. Historically, project scores have been low, but significant improvement was made this year.	Assigned one of the MBA Graduate Assistants to act as a Teaching Assistant and offer additional instruction support with the GLO-BUS porjects during the Fall and Spring sesmeters.	MAN4033: GLO BUS Project Score — Percent of students scoring >80% on GLO BUS Project
	Method 2: Direct, Summative, External, Comparative data from Business MFT Post-Test	A goal was set that MVNU students would exceed the national average. The MFT average score for MVNU 2016-17 seniors was 152 which is at the 62nd percentile and tells us that 38% of test takers nationally scored BELOW our average score. Percentile rankings imply that lower is better (MVNU would want a ranking above the 50th percentile to have an average score that exceeds the national average.) Moreover, the percentage of MVNU students exceeding the national average declined this year as compared to the previous cohort. The mean score for MVNU students was at or above the national mean score in all areas except Economics.	The Business Department faculty will continue to evaluate course learning outcomes, the consistency of assignments, and structure of assignments to address student perofmance. For instance, we are addressing the issue of group tests and review sheets and what impact some of these pratices may be making on student learning and the retention of information. The department will also look at the placement of Economics courses in the curriculum. For example, are students taking these courses too early in their major sequence?	Assign a graduate assistant to pull a comparison of MFT scores and when practices such as group tests began to be used to determine if there is a correlation. Discuss implementing more multiple choice tests. Discuss sequencing of courses.	% of Students over National Average MFT BUSINESS - POST-TEST COMPARISON WITH NATIONAL AVERAGE (2017)
	Method 3: Direct, Summative, Internal data from the Strategic Audit score in MAN4033	A goal was set that 90% of students score >80%. Students have met this goal during three of the last four reporting periods.	Students continue to show excellent performance on the strategic audit. This course is now taught by a new instructor and it is encouraging that students are continuing to be successful on this comprehensive assignment.	Continue to monitor student performance.	MAN4033: Strategic Audit Score — Percent of students scoring >80% on Strategic Audit
Student Learning Outcome 2: Articulate the impact of personal and professional integrity upon organizational decision making in light of Biblical truths	Method 2: Direct, Formative data from MAN4013/ACC4013 Business Ethics final paper score	A goal was set that 90% of students score >80%. Students have met this goal during one reporting period and almost met the goal during the following reporting period with 82% of students scoring above an 80% on the final paper.	This course is being taught by a different faculty member who implemented the assignment in 2015-16, thus it was reasonable to add this as an assessment measure during the 2016-17 revision of the department's assessment plan. Scores for the final paper not only measure the impact of personal and professional integrity upon organizational decision making in light of biblical truths, but also reflect students' ability to articulate such values through proper writing mechanics. It is postulated that the lower number of students meeting the target score of 80% is a reflection NOT of the impact of personal and professional integrity concerns, but of other noise in the assessment measure such as writing mechanics. We will continue to monitor this measure and see if a specific section of the rubric score needs pulled out as opposed to using the overall rubric score.	Continue to monitor student performance.	MAN4013: Final Paper Score — Percent of students scoring >80% on Final Paper
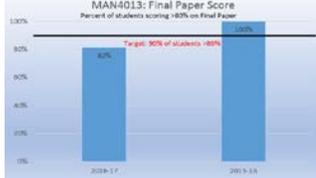
Student Learning Outcome 3: Apply critical thinking skills	Method 1: Direct, Summative, Internal data from the Strategic Audit score in MAN4033	A goal was set that 90% of students score >80%. Students have met this goal during three of the last four reporting periods.	Students continue to exceed desired outcomes on this comprehensive assignment.	 MAN4033: Strategic Audit Score Percent of students scoring >80% on Strategic Audit
Student Learning Outcome 4: Model effective oral and written communication skills	Method 1: Direct, Summative data from the GLO-BUS Presentation Score.	A goal was set that 90% of students score >80%. Students have exceeded this goal for each of the reporting periods.	The GLO-BUS Presentation Score is used to measure the students' ability to effectively communicate orally. The goal is for 80% of students to score 80% or higher using a standardized rubric on their GLO-BUS Presentation. Evidence shows that all students are able to meet the desired score of 80% or above on this assignment.	Continue to monitor student performance.	 MAN4033: GLO_BUS Presentation Score Percent of students scoring >80% on GLO-BUS Presentation
Student Learning Outcome 5: See the value and participate in professional development, service and/or multi-cultural activities	Method 1: Indirect, summative, internal data from a survey of graduating seniors.	A goal was set that 70% of students will report participation in one of these activities during their undergraduate experience. In the last three reporting periods more than 70% of students have reported particiaption in professional development, service, and/or multicultural activities.	Though data shows inconsistent results towards meeting this goal, variability in data collection is likely to blame. Surveys from 2010-2014 were conducted through Alumni surveys. The 2015 & 2016 data was collected with senior business students before they graduated. The most recent year surveys were also completed by seniors before graduation, but only 17 of 41 students had survey results available that could be evaluated for this assessment measure. Surveying students while still in school is believed to provide better information and will continue to be used in the future. It is anticipated that more consistent and reliable data will be collected with future cohorts.	Continue to monitor response rates and data collection methodology.	 Percentage of students participating in service, mission, and/or multi-cultural activites Target: 70% of students will show participation in one of these activities
	Method 2: Direct, formative, internal data from Business Communication Resume assignment.	A goal was set that 70% of students will report participation in one of these activities during their undergraduate experience. There has been one reporting period worth of data since this goal was established. The goal was exceeded during this reporting period.	Students are reporting that they are participating in multi-cultural, professional development and/or service activities while at MVNU. Professional development activities include such things as attending conferences, internships, and other networking events. Service projects include leading small groups, mission trips, Red Cross Blood Drives, Habitat for Humanity, and other similar activities. Multi-cultural events include mission trips and other events geared towards interaction with other cultures.	Continue to monitor student performance.	 Students identifying participation in service, multicultural and/or professional development activities Target: 70% of students will identify participation in one of these activities during undergraduate tenure