

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																
1. Student Learning Results	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																
		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)												
Business Administration 80% of the students will demonstrate proficiency of knowledge and skills necessary for careers in business.	Senior Exit Exam	86% of students demonstrated proficiency of knowledge and skills necessary for careers in business on the Senior Exit Exam.	Evaluation of the students' Senior Exit Exam reviewed that students performance on the essay portion showed improvement from previous academic years. This improvement is contributed to the exit exam study sessions scheduled throughout the semesters.	The business faculty reviewed the comments provided by the exam administrator, monitors, and students concerning the Senior Exit Exam process. Recommendations were approved to add additional materials to the students' study guide. In addition students are required to attend the college's Writing Lab for practice sessions. Faculty members also increased the number of writing assignments across the curriculum.	<div data-bbox="1430 610 1911 914"> <table border="1"> <caption>Case Study Analysis Data</caption> <thead> <tr> <th>Year</th> <th>Value 1</th> <th>Value 2</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>92</td> <td>80</td> </tr> <tr> <td>AY 15-16</td> <td>94</td> <td>80</td> </tr> <tr> <td>AY 16-17</td> <td>86</td> <td>80</td> </tr> </tbody> </table> </div>	Year	Value 1	Value 2	AY 14-15	92	80	AY 15-16	94	80	AY 16-17	86	80
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<p>65% of the students taking the Business MFT will score at or above the national mean score.</p>	<p>Data derived from the Business MFT.</p>	<p>The mean score for graduating business administration students was 126 during academic year 2016-2017.</p>	<p>Evaluation of MFT mean scores of Business Administration students revealed functional areas of weaknesses in, Economics, Quantitative Business Analysis, and Marketing. These areas are the focus for faculty emphasis. Evaluation of all Business Administration courses to ensure assessment indicators (subject areas) are being covered in the classroom so that students are prepared when they are administered</p>	<p>Evaluated course learning outcomes, textbooks, and syllabi. Instructors were provided a copy of the MFT item information report identifying assessment indicators, content areas, and sub-content areas for all 120 questions. This information was intended to help faculty to prepare course content. Moreover, a greater emphasis on the three assessment indicators, Economics, Quantitative Analysis, and Marketing, which received the lowest mean score percent correct are being emphasized in specific upper-level business courses.</p>	<div style="text-align: center;"> <h3>Major Field Test</h3> <table border="1"> <caption>Major Field Test Scores</caption> <thead> <tr> <th>Academic Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>128</td> </tr> <tr> <td>AY 15-16</td> <td>132</td> </tr> <tr> <td>AY 16-17</td> <td>126</td> </tr> </tbody> </table> </div>	Academic Year	Score	AY 14-15	128	AY 15-16	132	AY 16-17	126
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<p>75% of the students will demonstrate effective written communication skills.</p>	<p>Written research paper in MG 402 Strategic Management</p>	<p>89% of students demonstrated effective written communication skills when writing research papers during academic year 2016-2017.</p>	<p>Evaluation of the students' research papers in Strategic Management revealed students' continuous issues with constructing research using APA format.</p>	<p>Students were required to attend APA workshops and practice papers were incorporated into the Strategic Management course. Students were provided individualized tutorials and assistance from the library staff to improve their ability to use available databases and other resources offered by the College. Finally, students' progress was monitored weekly and feedback was provided to students for improvement.</p>	<div style="text-align: center;"> <h3>Research Paper</h3> <table border="1"> <caption>Research Paper Scores</caption> <thead> <tr> <th>Academic Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>AY 14-15</td> <td>88</td> </tr> <tr> <td>AY 15-16</td> <td>90</td> </tr> <tr> <td>AY 16-17</td> <td>88</td> </tr> </tbody> </table> </div>	Academic Year	Score	AY 14-15	88	AY 15-16	90	AY 16-17	88
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