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. *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				
		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**				
65% of the students taking the Business MFT will score at or above the national mean score of 150.	Data derived from the Business MFT.	The mean score for graduating accountnig students was 124 during 2016-2017.	An analysis of the mean scores for individual accounting students identified the greatest deficiencies in the areas of Quantitative Business Analysis and Economics. As a result, accounting faculty evaluated courses to better align content with assignment indicators identified in the MFT and incorporated additional coursework, emphasizing quantitative analysis and economic factors to enhance	Accouting faculty will continue to evaluate learning outcomes and course resources to enhance alignment between content covered and focus areas of the MFT. A MFT Sample Questionnaire for Accounting will be incorporated into the Senior Seminar course. In addition, faculty will continue to emphasize course content and assignments focused on the most deficient results of the exam for accounting students.	

Accounting MFT

(Bar chart with values ranging 0–160 on the y-axis, categories AY 14-15, AY 15-16, AY 16-17 on the x-axis)

65% of the students taking the Business MFT will score at or above the national mean score.	Data derived from the Business MFT.	The mean score for graduating business adminstation students was 126 during academic year 2016-2017.	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 focuse for faculty emphasis. Evaluation of all Business Administration courses to ensure assessment indicators (subject areas) are being covered in teh classroom so that students are prepared when they are administrered the MFT.	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 inteded to help faculty to prepare course content. Moreover, a greater emphasis on the three assessment indicators, Economics, Quantitative Analysis, and Marketing, which received teh lowest mean score percent correct are being emphasized in specific upper-level business courses.	**Business Administration MFT** 155 150 145 140 135 130 125 120 115 110 AY 14-15 AY 15-16 AY 16-17
Management Program 65% of the students taking the Business MFT will score at or above the national mean score.	Data derived from the Business MFT.	The mean score for graduating management students was 126 during the academic year 2016-2017	Evaluation of the results identified subject areas that need to be stregthen within the Management program. These areas of weakness are: Economics, Marketing, Finance, Accoutning, and Quantitative Business Analysis.	The faculty continued to evaluate the results of the MFT using the Item Information Report to identify assessment indicators, content areas, and sub-content areas that needs strenghtening. This information is shared with all instructors to aid in course design, course learning outcomes, and textbook section.	**Management MFT** 155 150 145 140 135 130 125 120 115 110 AY 14-15 AY 15-16 AY 16-17