



**Division of Business
Data for Standard 4.2**

Measurement and Analysis for Student Learning and Performance

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

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			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2
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?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

<p>Common Assessment - BUS224 Principles of Macroeconomics in FA '13 - FA '17 Semesters.</p>	<p>Indirect, Formative, Internal, Comparative</p>	<p>The current results based on the Trend Analysis are showing the following: Critical Thinking - 3.20; Information Literacy - 3.03; Problem Solving - 2.91; Global Learning - 3.06; Communication - 3.17; Quantitative Literacy - 3.12; Intercultural Knowledge & Competence - 3.02; and Teamwork - 0.00 (n/A) based on an average sample of 19.22 students. The highest and lowest variables were Critical Thinking and Problem Solving, respectively.</p>	<p>From Fall '13 Semester to Fall '17 Semester, the BUS224 Principles of Macroeconomics course has been mainly taught by two different full-time faculty members. During the AY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest and lowest faculty perspectives were 3.69 and 1.72 during the FA '15 BUS224A Principles of Macroeconomics and FA '13 BUS224A Principles of Macroeconomics, respectively with an overall Trend Analysis of 3.20.</p>	<p>During this time period, the highest and lowest trend analysis has been on Problem Solving and Critical Thinking with a mean of 3.20 and 2.91, respectively. The Dean will be communicating with the two part-time current faculty members who are teaching the course and the one full-time faculty on how to strategize and improve in Problem Solving within the next two years. The ideal Trend Analysis after the Fall '18 and Fall '19 semesters is to be at 3.00 or higher. One possible method is to increase the number of assignments related to creating and analyzing graphs.</p>	<p>See all charts below.</p>
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<p>Common Assessment - BUS319 Managerial Finance in FA '15 - FA '17 Semesters</p>	<p>Indirect, Formative, Internal, Comparative</p>	<p>The current results based on the Trend Analysis are showing the following: Critical Thinking - 3.27; Information Literacy - 3.43; Problem Solving - 3.42; Global Learning - 0.00 (n/a); Communication - 3.34; Quantitative Literacy - 3.36; Intercultural Knowledge & Competence - 0.00 (n/a); and Teamwork - 3.35 based on an average sample of 15.40 students. The highest and lowest variables were Information Literacy and Critical Thinking, respectively.</p>	<p>From Fall '15 Semester to Fall '17 Semester, the BUS319 Managerial Finance course has been taught by one full-time faculty member. During the AY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest and lowest faculty perspectives were 3.64 and 3.00 during the FA '15 BUS319B Managerial Finance and FA '16 BUS319A Managerial Finance, respectively with an overall Trend Analysis of 3.27.</p>	<p>During this time period, the highest and lowest trend analysis has been on Information Literacy and Critical Thinking with a mean of 3.43 and 3.27, respectively. The Dean will be communicating with the faculty member who teaches the course on how to strategize and improve student performance in Critical Thinking within the next two years. The ideal Trend Analysis after the Fall '18 and Fall '19 semesters is to be at 3.32 or higher.</p>	
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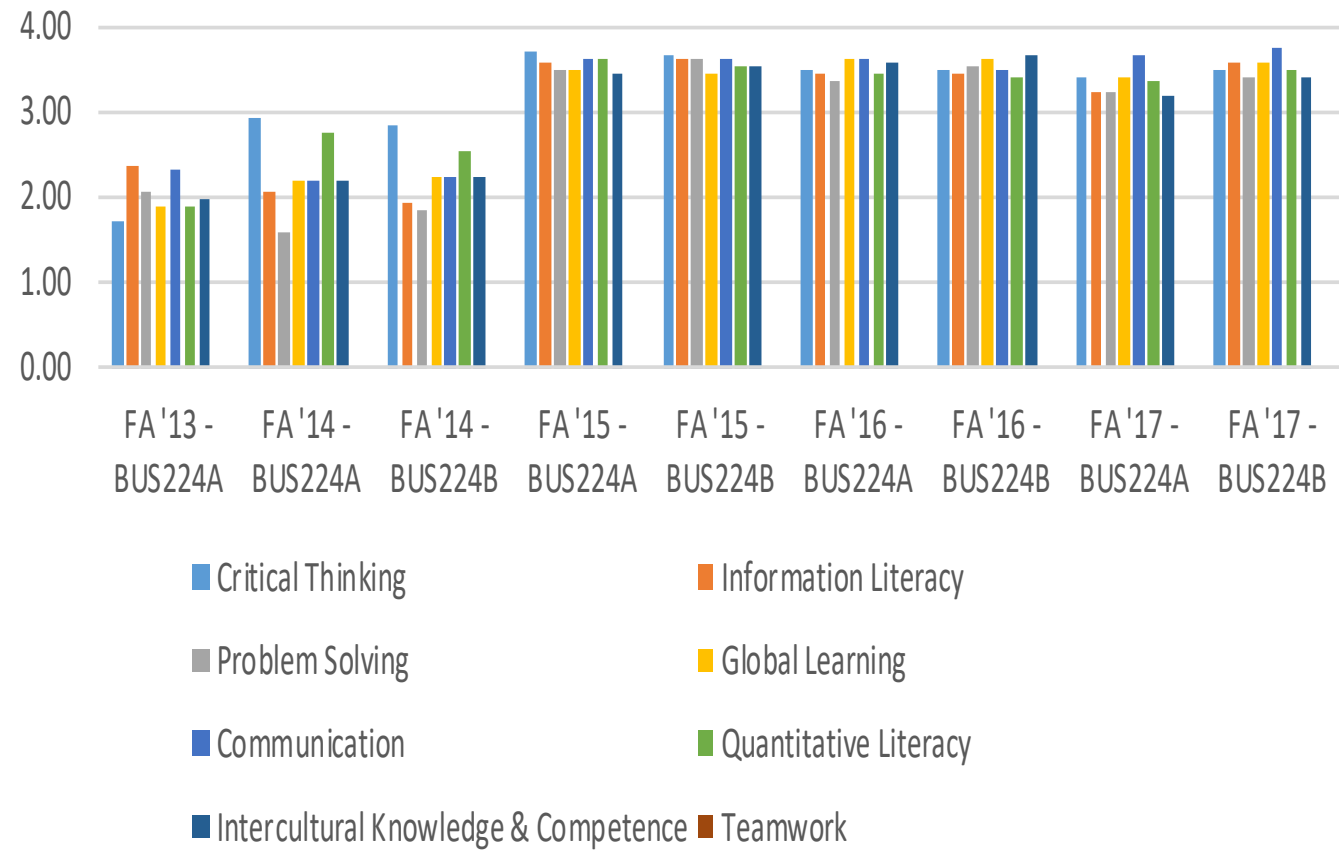
<p>Common Assessment - BUS560 Organizational Dynamics in FA '16 - SU '18 Semesters</p>	<p>Indirect, Formative, Internal, Comparative</p>	<p>The current results based on the Trend Analysis are showing the following: Critical Thinking - 2.91; Information Literacy - 2.79; Problem Solving - 2.89; Global Learning - 2.78; Communication - 2.90; Quantitative Literacy - 2.97; Intercultural Knowledge & Competence - 3.06; and Teamwork - 3.14 based on an average sample of 17.60 students. The highest and lowest variables were 3.75 and 2.15 were in Intercultural Knowledge & Competence and Global Learning, respectively.</p>	<p>From Fall '16 Semester to Summer '18 Semester, the BUS560 Organizational Dynamics course has been taught by one part-time and one full-time faculty member. During the AY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest and lowest faculty perspectives were 3.25 and 2.64 during the SU '18 BUS560AO2 Organizational Dynamics and BUS560AO2 Organizational Dynamics, respectively with an overall Trend Analysis of 2.91.</p>	<p>During this time period, the highest and lowest trend analysis overall has been on Intercultural Knowledge & Competence and Global Learning with a mean of 3.06 and 2.78, respectively. It is important to note in the Spring '18 Hybrid learning class, the highest and lowest means were on Global Learning and Communication, respectively. The Dean will be communicating with the faculty members who teaches the course on how to strategize and improve student performance in Global Learning and Information Literacy within the next two years. The ideal Trend Analysis after the Fall '18, Spring '19, and Summer '18 semesters is to be at 2.85 or higher within both criteria. With respect to the next time the course is offered via the Hybrid Learning Model, the faculty member will continue to create opportunities for students to verbally participate in class and to post their ideas and analysis on the Canvas Discussion Boards. The goal of the Communication criteria is to increase the trend to 2.55 or above.</p>	
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<p>Common Assessment - BUS779 Strategies of Innovation in FA '16 - SU '18 Semesters</p>	<p>Indirect, Formative, Internal, Comparative</p>	<p>The current results based on the Trend Analysis are showing the following: Critical Thinking - 3.34; Information Literacy - 3.35; Problem Solving - 3.28; Global Learning - 3.46; Communication - 3.31; Quantitative Literacy - 3.28; Intercultural Knowledge & Competence - 3.55; and Teamwork - 3.56 based on an average sample of 17.40 students. The two highest variables were 3.56 and 3.55 on Teamwork and Intercultural Knowledge & Competence. On the other hand, the two lowest variables were in Problem Solving and Quantitative Literacy both with a mean of 3.28.</p>	<p>From Fall '16 Semester to Summer '18 Semester, the BUS779 Strategies of Innovation course has been taught by five different part-time faculty members. During the AY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest and lowest faculty perspectives were 3.61 and 3.00 during the FA '17 BUS779AH2 Strategies of Innovation and the FA '16 BUS779AH1 Strategies of Innovation, respectively with an overall Trend Analysis of 3.34.</p>	<p>During this time period, the highest trend analysis overall has been on Teamwork (3.56) and Intercultural Knowledge & Competence (3.55), whereas the lowest has been in Problem Solving (3.28) and Quantitative Literacy (3.28). The Dean will be communicating with the faculty members who teaches the course on how to strategize and improve student performance in Problem Solving and Quantitative Literacy within the next two years. The ideal Trend Analysis after the Fall '18, Spring '19, and Summer '18 semesters is to be at 3.34 or higher within both criteria. The Dean and respective faculty members who will be further teaching the BUS495 Internship courses will ask questions to the students during the different assessment methods (e.g., Weekly Reports, etc.) to increase the overall Critical Thinking Trend Analysis to 4.50 or higher by the end of SU '19 Semester.</p>	
<p>Internships - FA17, SP18, SU18</p>	<p>Indirect, Formative, Summative, Comparative</p>				

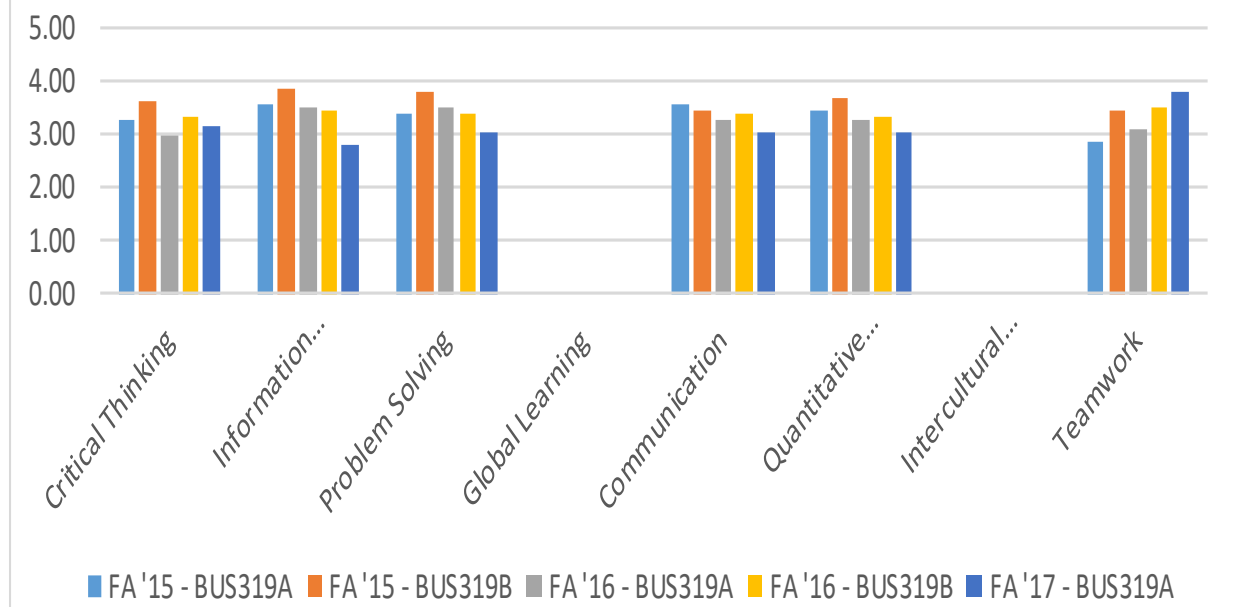
<p>Employer Mid-term Evaluation</p>		<p>The overall Employer Mid-term Evaluation for student intern results based on the Trend Analysis during the FA '17, SP '18, and SU '18 Internships have an overall mean of 4.27, 4.81, and 4.38, respectively with an average of 4.48.</p>	<p>From Fall '17 Semester to Summer '18 Semester, the BUS495 Internship Seminar course has been taught by the dean who is also referred to as a full-time faculty member. During the FY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest employer perspective related to the Critical Thinking related question ("Consistently demonstrating creativity and innovation beyond assigned work") was 4.63, whereas the lowest employer perspectives were 4.00 during both FA '17 and SU '18. The overall Trend Analysis is currently at 4.21.</p>	<p>During this time period, the highest trend analysis overall has been on Teamwork related evaluation ("Is a good team member (i.e., displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so.) with a mean of 4.78. Whereas the lowest has been in the area of Critical Thinking (Consistently demonstrating creativity and innovation beyond assigned work" with a mean of 4.21. The ideal Trend Analysis after the Fall '18, Spring '19, and Summer '19 semesters is to be at 4.80 (Teamwork) and 4.27 (Critical Thinking) or higher within both criteria. The Dean and respective faculty members who will be further teaching the BUS495 Internship courses will ask questions to the students during the different assessment methods (e.g., Weekly Reports, etc.) to increase the overall Critical Thinking Trend Analysis by the end of SU '19 Semester.</p>	
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Employer Final Evaluation		<p>The overall Employer Final Evaluation for student intern results based on the Trend Analysis during the FA '17, SP '18, and SU '18 Internships have an overall mean of 4.77, 4.91, and 4.55, respectively with an average of 4.74.</p>	<p>From Fall '17 Semester to Summer '18 Semester, the BUS495 Internship Seminar course has been taught by the dean who is also referred to as a full-time faculty member. During the FY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest employer perspective related to the Critical Thinking related question ("Consistently demonstrating creativity and innovation beyond assigned work") was 4.75 during the Spring '18 Semester, whereas the lowest employer perspectives was 4.30 during SU '18. The overall Trend Analysis is currently at 4.46.</p>	<p>During this time period, the highest trend analysis overall has been on Teamwork related evaluation ("Is a good team member (i.e., displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so.) with a mean of 4.90. Whereas the lowest has been in the area of Critical Thinking (Consistently demonstrating creativity and innovation beyond assigned work" with a mean of 4.46. The ideal Trend Analysis after the Fall '18, Spring '19, and Summer '19 semesters is to be at 4.92 (Teamwork) and 4.50 (Critical Thinking) or higher within both criteria. The Dean and respective faculty members who will be further teaching the BUS495 Internship courses will ask questions to the students during the different assessment methods (e.g., Weekly Reports, Summary Presentation, etc.) to increase the overall Critical Thinking Trend Analysis by the end of SU '19 Semester.</p>	
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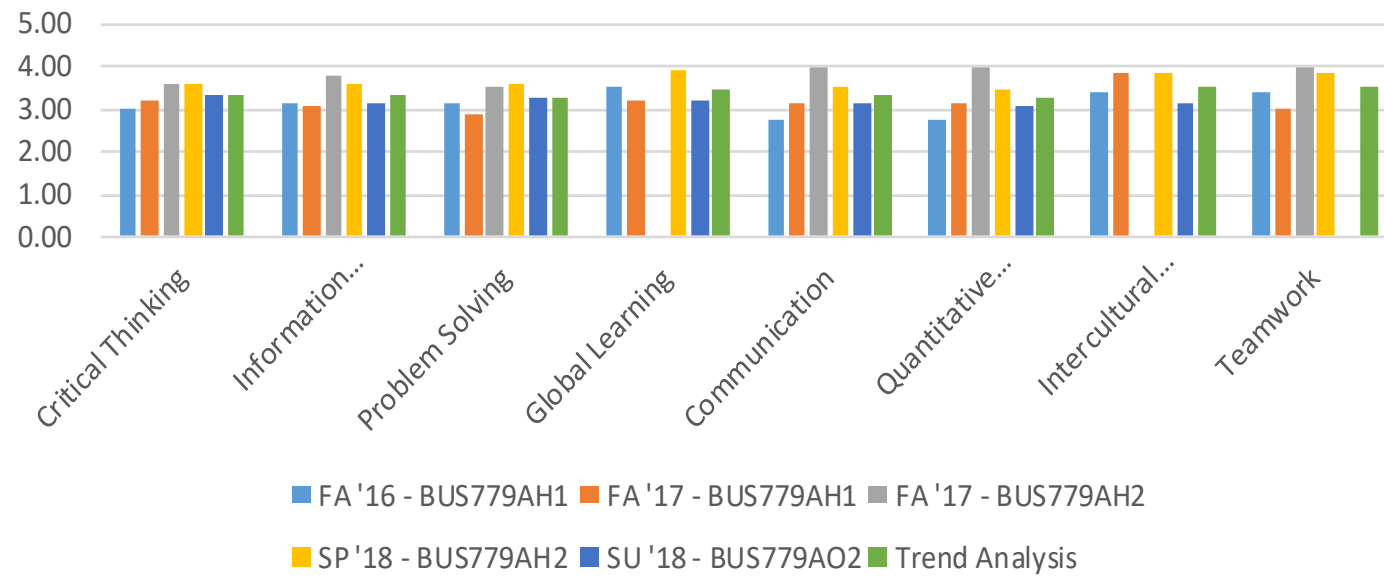
Common Assessment - BUS224 Principles of Macroeconomics Overall Trend Analysis



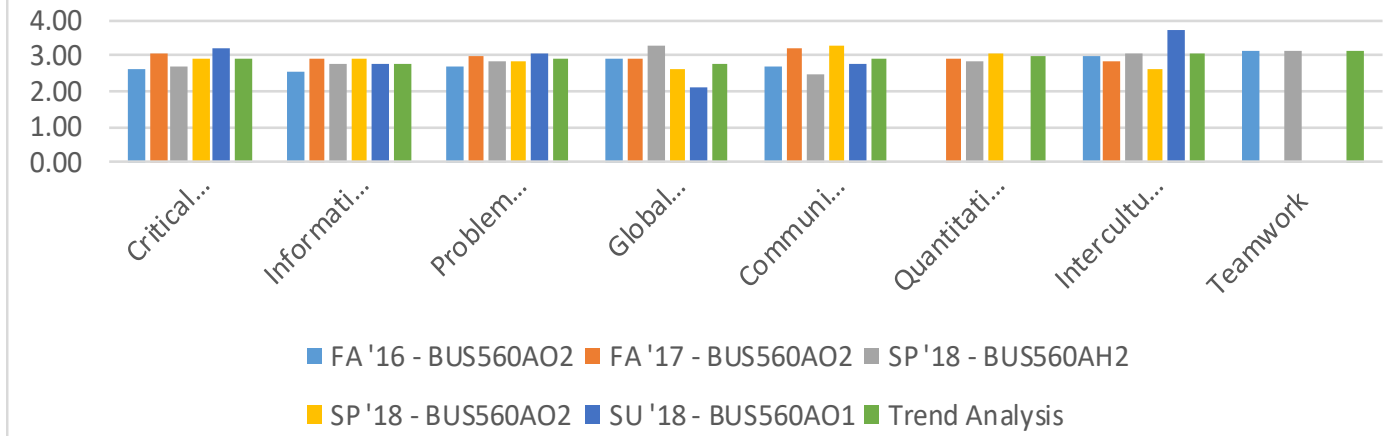
Common Assessment - BUS319 Managerial Accounting Overall Trend Analysis



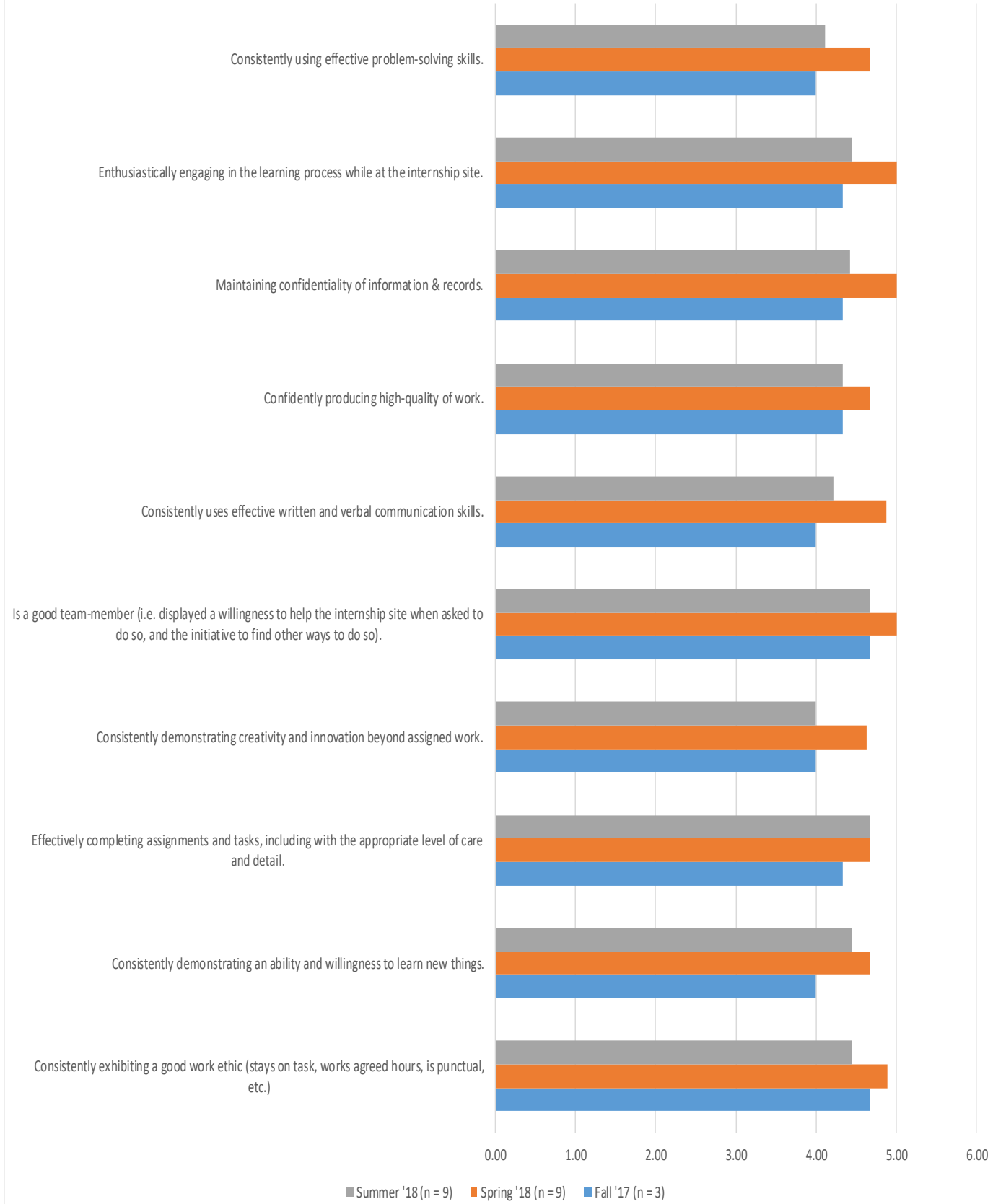
Common Assessment - BUS779 Strategies of Innovation Overall Trend Analysis



Common Assessment - BUS560 Organizational Dynamics Overall Trend Analysis



Employer Midterm Evaluation



Employer Final Evaluation

