**Standard #4 Measurement and Analysis of Student Learning and Performance**

*Use this table to supply data for Criterion 4.2.*

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results</td>
<td>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.</td>
</tr>
</tbody>
</table>
| **Performance Measure** | **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?**  
Data derived from the Business MFT. |
| **Analysis of Results** | **What did you learn from the results?**  
The mean score for graduating accounting students was 146 during Fall 2015.  
Evaluation of all accounting courses to ensure assessment indicators (subject areas) are being covered in the classroom so that students are prepared when they are administered the MFT.  
Instructors were provided a copy of the MFT information report identifying assessment indicators and content areas for all questions. Faculty evaluated course learning outcomes, textbooks and syllabi in relation to the assessment indicators and areas of content presented on the MFT. Instructors used this information to better align syllabi, lectures and textbook focus with the content covered on the MFT. |
| **Action Taken or Improvement made** | **What did you improve or what is your next step?**  
Instructors were provided a copy of the MFT information report identifying assessment indicators and content areas for all questions. Faculty evaluated course learning outcomes, textbooks and syllabi in relation to the assessment indicators and areas of content presented on the MFT. Instructors used this information to better align syllabi, lectures and textbook focus with the content covered on the MFT. |

**Insert Graphs or Tables of Resulting Trends**  
(3-5 data points preferred)
<table>
<thead>
<tr>
<th>Business Administration</th>
<th>Data derived from the Business MFT.</th>
<th>The mean score for graduating Business Administration students was 138 during Fall 2015.</th>
<th>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 the MFT.</th>
<th>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 helped the faculty to prepare course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Program</td>
<td>Data derived from the Business MFT.</td>
<td>The mean score for graduating Management students was 141 during Fall 2015.</td>
<td>Compared Management students mean percent correct from the Summary of Assessment Indicators Report with 10 similar institutions to determine which of the nine assessment indicators needed to be modified to better prepare the students when they take the MFT. In addition, an evaluation of all management courses to ensure assessment indicators (subject areas) are being covered in the classroom.</td>
<td>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 helped the faculty to prepare course content. In addition, a greater emphasis on all assessment indicators are now being emphasized in all capstone management courses.</td>
</tr>
</tbody>
</table>