

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

**MBA**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition				
<b>1. Student Learning Results</b>	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.				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		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?	Action Taken or Improvement made	What did you improve or what is your next step?
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
<b>Graduates will demonstrate effective oral, written, and interpersonal communication skills.</b>	Internal: Final project and presentation grading rubrics in MG800 (MBA capstone) –summative	Target: 90% of MBA students will achieve a 90% or higher in their integrative (capstone) project as measured by the overall performance on the written and oral components of the project's grading rubric. Results: Target not met. 85% of students achieved a combined score of 90% or higher on presentation of the Integrative Project.	Although there was a steady improvement in the percentage of students who scored 90 or better in AY2018-2019, and AY2019-2020, percentage declined in AY2020-2021.	We have put a plan in place to analyze our current MBA cor curriculum, and interdisciplinary academic support courses to ensure that both are aligned to assist student with improving their oral, written and interpersonal communications skills.	
<b>Graduates will acquire a vital common body of knowledge required to function effectively in a dynamic global business environment</b>	External: Results on the CPC Peregrine inbound (formative) and outbound (summative) assessments	Target: achieve a 15% increase between inbound and outbound assessments Results: Target met for 2020-2021 academic year. Outbound test scores increased 15.5% over inbound scores in for AY2020-2021.	The targets were met consistently exceeded over the last four (4) academic periods for % change from inbound score to outbound score.	Improvements in the last taking processes appear to have contributed to better scores. These processes will continue for future exams. Also, since percent changes for outbound versus inbound assessment scores have significantly exceeded the target, we will increase the benchmark to 30% going starting with the FL2021-2022 academic year.	
<b>Graduates will utilize quantitative techniques to analyze business problems and implement solutions.</b>	External: Results on the CPC Peregrine inbound (formative) and outbound (summative) assessments in the "Quantitative Research Techniques" topic	Target: achieve a 15% increase between inbound and outbound Peregrine CPC assessment in the "Quantitative Research Techniques" topic Results: Target met. The percent change from inbound to outbound assessment for AY2020-2021 was 29.27 for the "Quantitative Research Techniques" topic.	Students "Quantitative Research Techniques" performance has consistently met or exceeded the target.	Academic support services and additional required courses were introduced in 2016 to assist students with specific areas including quantitative research techniques. In 2018, specialized, targeted classroom support was also introduced for continued performance improvements in the area of research and quantitative analysis. We will continue to offer these support activities, and we will continue to monitor student performance to ensure that these activities are relevant and effective for students.	
<b>Graduates will integrate and apply the common body of knowledge to solve business problems and pursue opportunities.</b>	Internal: Final (capstone) paper and presentation (combined) in MG800-summative External: Office of Career Services annual placement report-summative	Target 1: 75% of students evaluated in the capstone course will achieve scores of 90% or better in the written and oral presentation components as measured by the grading rubrics completed for both components. Results 1: Target not met for AY2020-2021. 71% of students achieved a combined score of 90% for written and oral component of the integrative capstone project. Target 2: Achieve a Official (career) Outcome Rate of 80% with at least 70% working in field. Results 2: Target met with 92% outcome rate with 82% placed in field n	Results for this target have not been consistent over the last 4 academic years, however, this year's results were closer to the target.  Outcome: Rates have consistently met or exceeded targets set through corporate partnerships and internships.	Additional academic support seminar and programs will be implemented to assist students with writing and oral presentation skills. Monitoring and assessment of the effectiveness of these activities will take place in order to make necessary adjustments and reach desired targets.  To ensure relevancy of our MBA curriculum, we will continue to review 'Employment Breakdown' data for MBA graduates annually to monitor whether or students are able to obtain employment that is appropriate to their area and level of study.	   