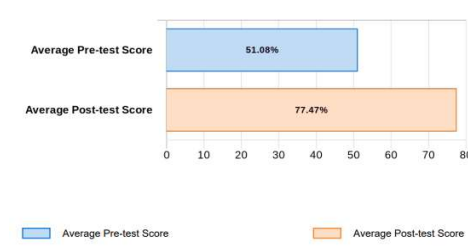


Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

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 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.										
		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, Comparison between Inbound and Outbound test results (general scoring) <i>Tests processed by an independent provider (Peregrine) and offered to all students on their first day (inbound) and after their last day (outbound)</i>	The average improvement between inbound and outbound test is higher than 50% (jumping from 51% to 77%)	The inbound and outbound system is working perfectly through Peregrine. We will continue using it and go deeper in the result analysis to ensure the best academic results.	We would like to use this same measurement tool to also create our own measurement for the courses which are not offered in Peregrine (Sustainability related topics).	 <table><tr><th>Score Type</th><th>Percentage</th></tr><tr><td>Average Pre-test Score</td><td>51.08%</td></tr><tr><td>Average Post-test Score</td><td>77.47%</td></tr></table>	Score Type	Percentage	Average Pre-test Score	51.08%	Average Post-test Score	77.47%
Score Type	Percentage										
Average Pre-test Score	51.08%										
Average Post-test Score	77.47%										

Comparison between Inbound and Outbound test results in each general business topic

Tests processed by an independent provider (Peregrine) and offered to all students on their first day (inbound) and after their last day (outbound)

For each topic, we observe an improvement between inbound and outbound tests with a minimal change of 22% and a maxiamal change of 67%

Using the view per topic was a way to identify the courses where we could improve our learning outcomes. Even if the results are already good, we will continue using this indicator to improve the measured knowledge of our students

We would like to use this same measurement tool to also create our own measurement for the courses which are not offered in Peregrine (Sustainability related topics).

