

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

AY 2016/2017 - AY 2017/2018

**Definition**

<b>Performance Indicator</b>	
<b>1. Student Learning Results</b>	<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**

Performance Measure	What is your measurement instrument or process? Do not use grades.	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?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Measurable goal	(Indicate type of instrument) direct, formative, internal, comparative				Data Point 1	Data Point 2	Data Point 3						
At least 70% of BBA graduates will score above the 70th percentile on Comp-XM (Capsim Business Simulation)	External, Summative, comparative. We introduced the COMP-XM in Spring 2016. Our second group of BBA graduates took the exam for the second time in Winter 2018. Therefore our results are based on two datapoints.	Eight of our students took this exam during Winter Term 2018. Overall our students scored higher than the international average in all of the functional class domains in both academic terms. A positive trend exist between the two datapoints	We learnt that when students work in teams (Wintern 2017) the results are better as if they work individually (Spring 2016) on the Capstone simulation. When working in teams students showed to be more engaged and competitive. The Professor Nick Georgiev is an expert in online business simulations and contributed to a positive learning environment.	As SUMAS’s student body is increasing the approach to split students in teams will remain and this shall show improved results. More teams will create competitive interaction and creativity.	<p>Spring Term 2016</p>	<p>Winter Term 2018</p>							
At least 70% of MBA graduates will score above the 70th percentile on Comp-XM (Capsim Business Simulation)	External, Summative, comparative. We are basing our results on the last three cycles we ran the Comp-XM Business Simulation for the MBA graduates. We run this simulation depending on the number of graduating students.	During the three Comp-XM cycles we see a consistent higher class average than the international average. Our students scored higher in almost all functional domains.	During the Spring Term 2016 the simulation was run as part of the on campus course. The decision was made to put Online MBA and on campus students together for Spring Term 2017 and Fall Term 2017 in order to create a larger group of students. Due to the MBA level students worked individually on the business simulation. To conduct the simulation individually and not in groups is more challenging for students.	As a next step we will provide more written guidelines, videos and learning tools relating to the business simulation. Upon student request our Professors will be available to students for Skype of video conferencing sessions to support their progress in the completion of the simulation.	<p>Spring Term 2016</p>	<p>Winter Term 2017</p>	<p>Fall Term 2017</p>						
Graduates of the Master of Arts in Management program will score at 75% or above on expert evaluation of projects.	Direct external summative measure: Industry expert evaluations of students’ project portfolio	Students’ portfolio of assignments were evaluated based on the rubrics.	From Winter 2017 until Spring Term 2018, we had eight MAM graduates who completed projects in their respective tracks. The results indicated that the students were able to demonstrate different dimensions of the program rubric.	As we still have a manageable number of graduates each term, the evaluations from professionals still successfully indicate the competence level expected from students. As our student cohorts are growing we will have a discussion in the next Faculty Meeting (October 2018) to start developing a more standardized method.	<table border="1"> <caption>Student Performance Data</caption> <thead> <tr> <th>Student</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>75</td> </tr> <tr> <td>Student 2</td> <td>85</td> </tr> </tbody> </table>	Student	Score	Student 1	75	Student 2	85		
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