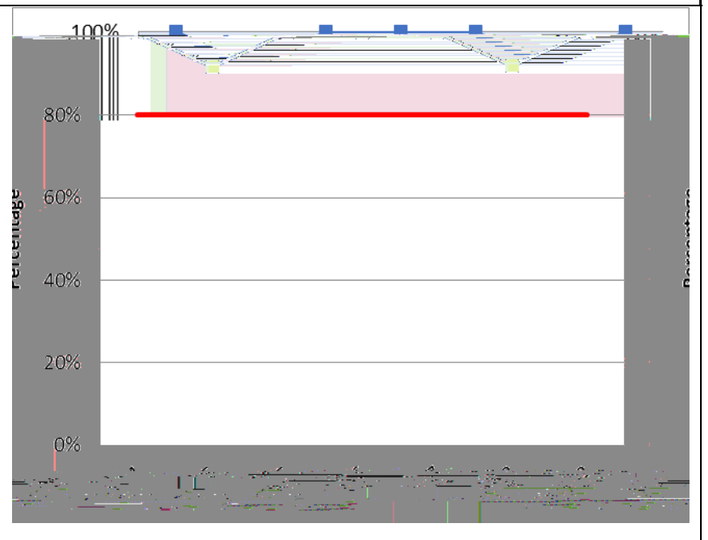
Standard #4 Measurement and Analysis of Student Learning and Performance

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. *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.

		Analysis of Results			
Performance Measure **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?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
PLO 1: Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of space systems operations management. - At least 80% of the students score in the "Moderate" or "Good" category on the multiple choice exam.	Multiple choice cumulative exam and case study in Capstone course and a case study which requires responses to an individual scenario for each of the six core course subject matter areas. Summative, internal	The goal has been reached over the last 7 assessment periods. A total of 64 students have taken the exam with a 98% achievement rate.	We are fully accomplishing our PLOs goals. But are still looking for ways to continuously improve.	We currently do not have an external comparison which is necessary in order for us to analyze how well students from our program perform compared to competitor programs. We are also looking for possible gaps in our program where our current PLOs may not be addressing changing dynamics in the discipline. Since our current program assessment focuses on the current PLOs, we are relying on industry experts and research to identify new areas.	

PLO 2: Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of space systems operations management when analyzing complex factual situations. - At least 80% of the students score in the “Moderate” or “Good” category on the multiple choice exam.	Multiple choice cumulative exam and case study in Capstone